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ABSTRACT

This supplement to Chicago's standard curriculum guide in reading is for use with primary level Chinese-speaking students. It is designed to help students to develop the skills needed to function in a regular English program of instruction. Teaching/learning strategies are presented in Chinese. Objectives, teacher directions, and other pertinent information are in English. There are numerous references within the activities to culturally relevant stories, proverbs, and other materials that help to perpetuate students' cultural heritage. Sample units are followed by a section on the fundamental skills of Chinese word learning, in which objectives and skills are listed, teaching/learning strategies are suggested, and answers and/or criteria are given. Next comes a section on objectives common to Chinese and English for comprehension, study skills, and literature. Finally, there is a section on key objectives in Chinese, also for comprehension, study skills, and literature. (CMG)

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SUPPLEMENT FOR CHINESE-SPEAKING STUDENTS
FOR CURRICULUM GUIDE IN READING

閱讀課程指南輔助教材
第六學段

LEVEL F

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Working Draft

JOSEPH P. HANNON
General Superintendent of Schools

BOARD OF EDUCATION
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芝加哥教育司署
教育司約瑟漢仁

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PREFACE

The great influx of Chinese immigrants into the City of Chicago in recent years has increased the number of Chinese-speaking students within the Chicago public school system. Efforts have been made to assist the Chinese speaking students in gaining facility in English, and to provide them with a knowledge and appreciation of their own cultural heritage as well as of that of the United States. Thus the Board of Education of the City of Chicago has initiated a Chinese-English bilingual-bicultural program of instruction.

There is a need within the Chinese-English bilingual-bicultural program to maintain continuity in skill development for students of limited English-speaking ability and to assist them in making the transition from the bilingual-bicultural classroom into an English-speaking classroom situation. It is in response to this need that the differentiated curricula have been developed. The differentiated curricula are a series of activity packets that parallel the Continuous Progress Mastery Learning Reading Program. Teaching/learning strategies are written in the students' native language. The objectives, teacher directions, and other pertinent information are written in English.

The English Continuous Progress Curriculum Guide in Reading for the Elementary Schools precedes the model for the development of the differentiated curriculum supplements. These supplements along with the Reading Guide will assist in--

- allowing the child to progress at his own pace with provision being made for individual differences
- providing a systematic management program within which language arts instruction occurs
- measuring pupil progress.

Numerous references within the activities to culturally relevant stories, proverbs, and other materials that reflect the spirit, life, and thought of the Chinese people perpetuate their cultural heritage. This improves the self-image of the students.

The activities suggested in this guide have been included so as to provide the classroom teacher with a framework within which to implement a meaningful Chinese language arts program unique to the characteristics and needs of the non-English-speaking child. It is hoped that these materials will facilitate the learners' transition into the English curriculum and that it will equip him with those skills necessary to function in a regular English program of instruction.

序

近年来由於美國聯邦政府放寬中國移民限額，芝加哥城之中國移民亦隨之而有顯著增加。惟此等中國移民之在學子女，以只諳中文者為多。此輩中國學童以其有限之英語程度，實難應付在校單以英語授課之各項課程。芝加哥教育當局有見及此，乃於一九七三年開設中英雙語教學班，以中英語授課，範圍包括英語閱讀、數學、社會、自然科學、中國語文及中國文化等科目。俾雙語班之學童可維持及繼續學習其本土文化，同時亦可賴中國語授課之助而能應付及趕上各門功課，使他們能早日在全以英語授課之課室裏求學。

為了供應英語程度有限的學生們特別的需

要，除了以中英兩種語言授課外，教育當局最近進行編寫課程指南輔助教材，其學習目標與英文自由進度之閱讀指南類同。除了學生的活動和習作以中文繕寫外，其他如學習目標及教學方法等，皆以英文繕寫。

輔助教材及英文閱讀指南能幫助學生按着各人自己的進度學習，並且方便教師有條理地教授語文及量度學生的進度。教材內包括與學生文化有關的故事、成語和其他反映中國人的生活習慣、精神及思想的資料。這樣不但讓學生們有機會繼續學習中國文化良好的傳統，更能加強他們對自己的認識。

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引言

語文為學習各門學科之基本媒介，編委會有見及此，乃首先着手編寫小學中國語文閱讀指南（以下簡稱中語指南）以教育司署出版之小學英語閱讀課程為藍本。故以學年計，中語指南概括由幼稚園至初中之課程；以閱讀能力進度計，中語指南共分十三學段（A至N），使閱讀能力良好之學童，可脫離學年限制，按其本身進度，於一學年內完成一段或多段之閱讀課程。至於閱讀課程之內容，共分四部：

一、字彙、詞彙及書法（Word Attack and Calligraphy）

二、課文理解（Comprehension）
三、學習技巧（Study Skills）
四、文學欣賞（Liturature）

這四類學習語文目標之分析，已經詳述於中國語文課程指南之第一至第五學段緒言內，故在此恕不重叙。

由於教育當局雙語課程整體方針重定，因此中文課程有下列的改變：

一、中、英兩種語文有基本的差異，因此學習的重點亦有所不同，英文在乎音的構造，中文在乎形與象的構造。同時更注重字彙、詞彙的運用和書法的練

習，因此在重訂中文課程中，對上述各點，都加以擴大其範圍及深度，同時再配以文學欣賞、理解和學習技巧，以促進學生在語言方面有完善的發展。

二、除了字彙、詞彙的運用和書法的練習與英文的學習目標、乃、能互相比較外，他如文學欣賞、理解和學習技巧的培養等則多與英文課程範圍的目標相同，因此教育當局決定除學生習作用中文繕寫外，其餘各部必須以英文繕寫。

三、中國文字是學習語文的入門，要了解中文，必須要從文字的認識和文字的應用開始。

四、字彙、詞彙的練習，包括以下各項，而且彼此息息相關，相輔而行，有不可分割的聯繫每學段有十個單元，每單元包括有：

1. 書法
2. 字、詞語和句子的應用
3. 課文參考
4. 字或詞的分析

書法是訓練學童對中國文字的寫法，如何把筆及筆劃次序的認識。

字和詞語的應用是訓練學童對字在不同情況或不同句子中的意義的辨認、詞語的練習務能使之流利地運用；在課文參考中盡量把字彙、詞彙溶貫入課文中，以收相輔而行之效；字或詞之分析一項中，目標是使學生對字與詞的意義和運用有徹底的了解，務求能收運用自如之效，學生練習一項中，乃集中上述各項練習作一總滙，以問答方式或遊戲方式啟發各項的運用和理解作該單元之總結。

學生如能在每一單元中對各項技能有徹底的認識，則對中國語文的理解，必能按步就班，

漸次收入門之效，而對英文的寫作技能及理解，亦能作一具體的比較，如是，則對其學英文的法則亦收相輔而行之效。

編委會編寫這學段的時間，為期不過兩週，所以只能集中於字彙、詞彙和書法方面，其餘課文理解、學習技巧、及文學欣賞之學習，多由一人負責完成。可見錯漏不週之處，在所不免，祈望教育先賢，不吝賜教，以資修正，至深感謝。

Word Attack		字彙、詞彙及書法
Level	F	第六學級
Units		單元
I	Family	家庭（我的家庭）
II	School	學校（學校裏）
III	Community	社區（市中心）
IV	Parts of the Body	身體（小毛狗）
V	Food	食物（客人來）
VI	Mathematics	數學（數一數）
VII	Things	物件（玩球）
VIII	Season	四季（四季歌）
IX	Animals and Birds	動物與飛鳥（好朋友）
X	Nature	自然界（幼年時）
Vocabulary		生字錄

UNIT I : FAMILY

第一單元：家庭

我的家庭

我的家庭真可愛，
家裏有爸爸，也有媽媽，
有姐姐，也有妹妹。
媽媽白天和我唱歌，
爸爸晚上和我說笑話。
妹妹是個好孩子，
姐姐是個好學生，
大家真是親愛。

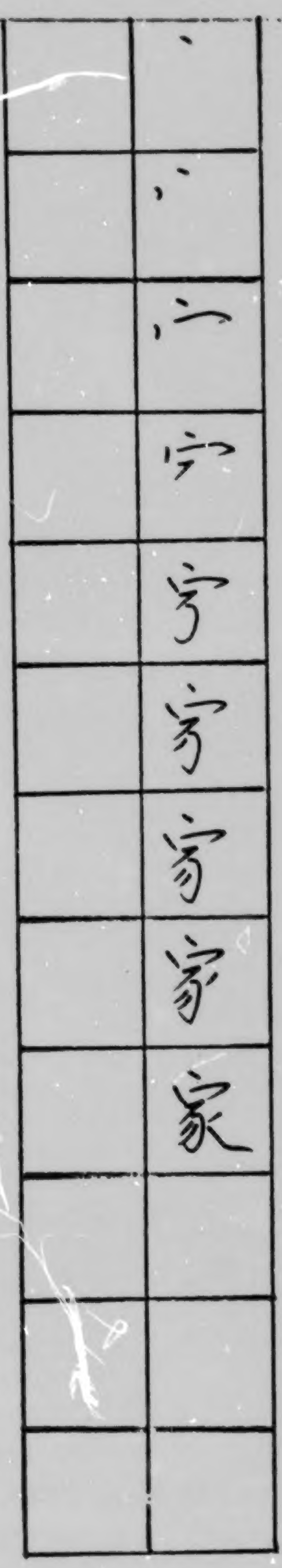
問答：

一、家裏有什麼人？
二、媽媽白天和我做什麼？
三、爸爸晚上和我做什麼？

[ga],

家

home



詞語

大家 us, We

家中 at home

句子

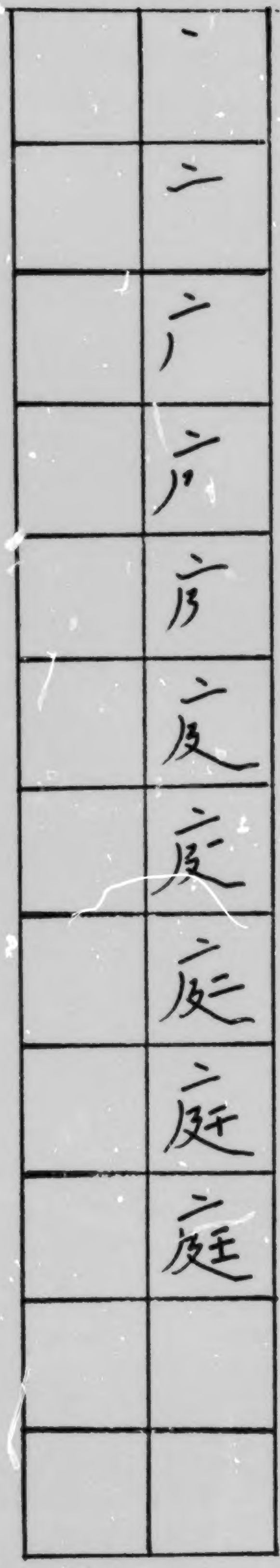
大家快来工作。

我們上學去，妹妹和弟弟在家中玩。

[tɪŋ]

庭

place



詞語

家庭

family

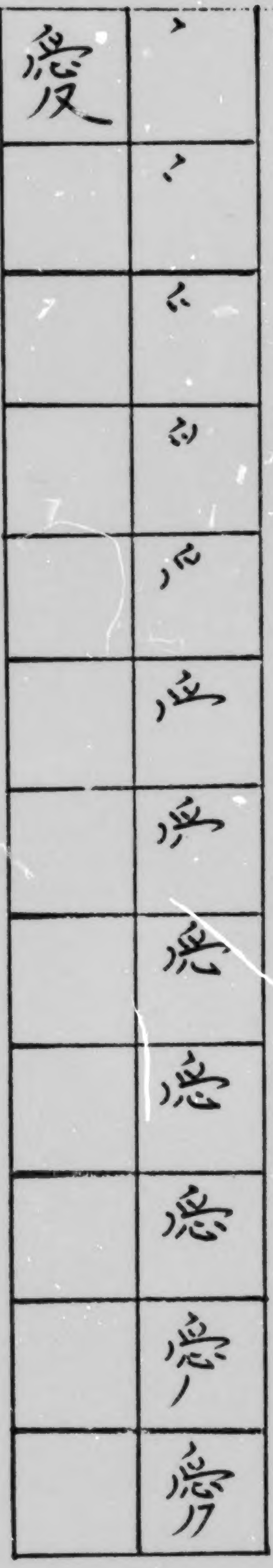
句子

我的家庭小，他的家庭大。

[ɔɪ]$_3$

愛

love



詞語

詞語	
可愛	lovely
親愛	dear
心愛	favorite

句子

我的妹妹很可愛。

親愛的爸爸媽媽：你們好嗎？

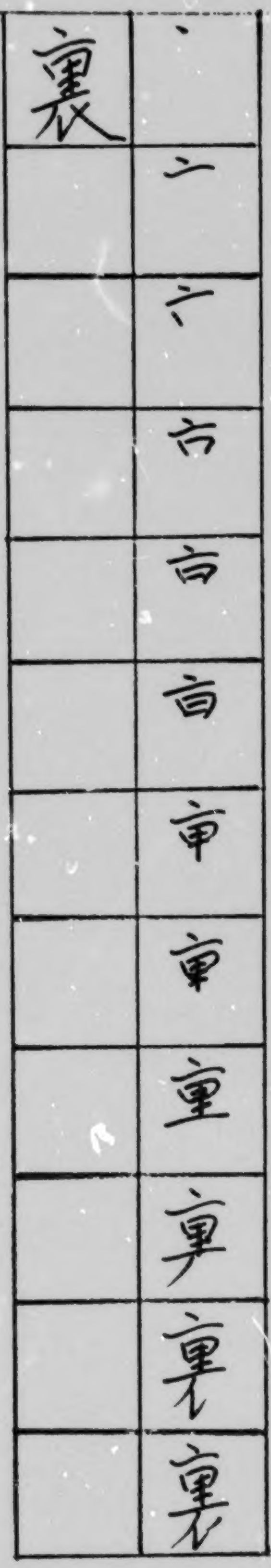
我心愛的小狗在門口叫。

12

[lUI]$_3$

裏

inside



詞語

家庭裏	in the family
河裏	in the river

句子

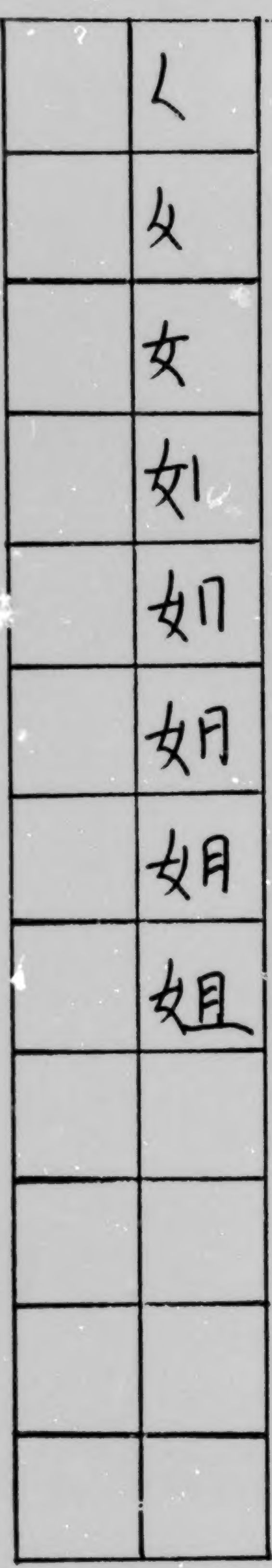
我的家庭裏有爸爸媽媽、妹妹和我。

河裏有很多魚。

[ǰɛ]$_2$

姐

older sister



詞語

小姐 Miss

姐姐 older sister

句子

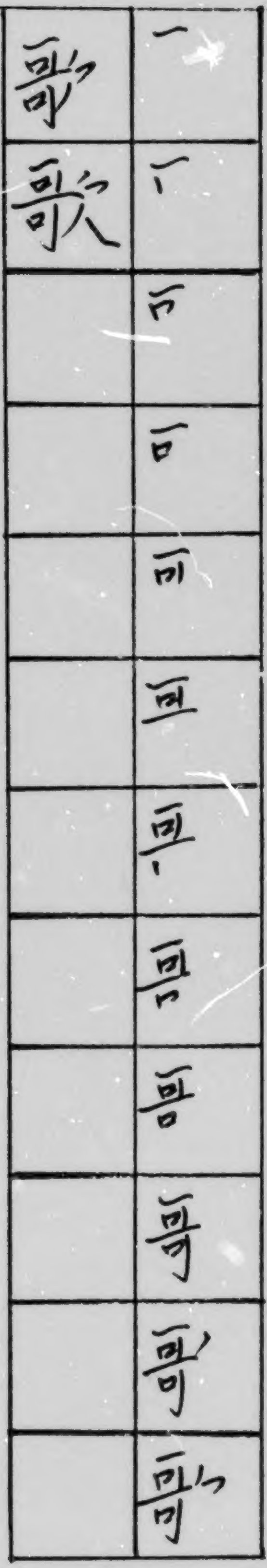
她是文小姐.

姐姐今天不用上學.

[gɔ]$_1$

歌

song



詞語

校歌
school song

唱歌
sing

句子

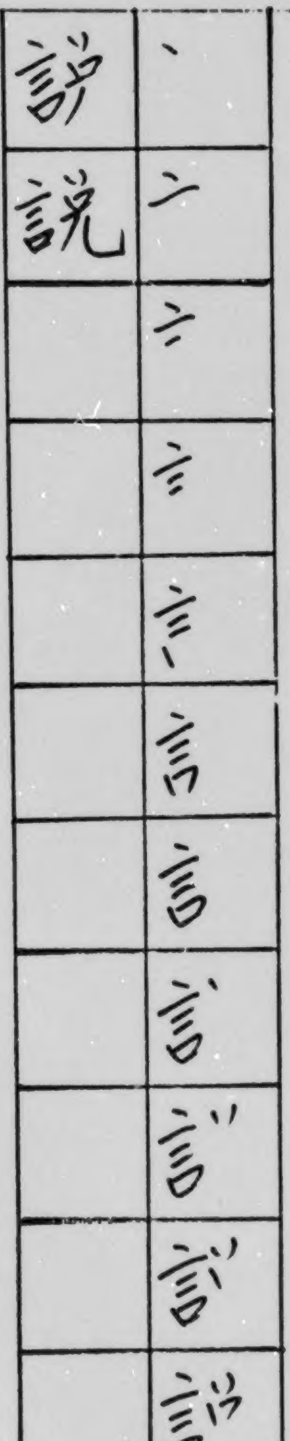
我們今天學唱校歌。

姐姐敎我唱歌。

[SUIt]$_3$

說

say, speak



詞語

說	say
說話	talk
說明	explain

句子

先生說我是一個好學生。

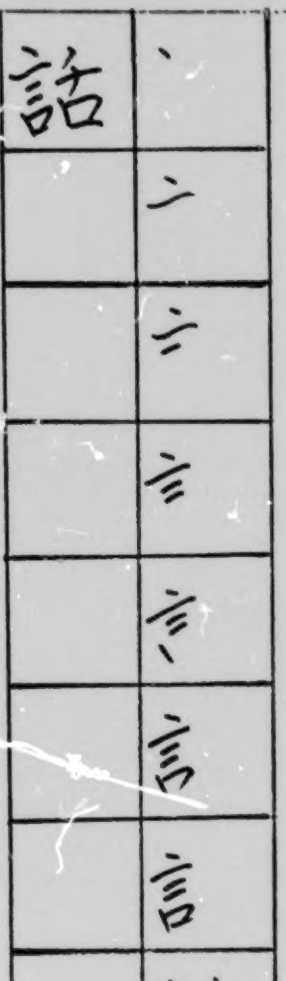
小弟弟學說話很好玩。

他說明下午不上學。

[wa]$_6$

話

Speech, Words



詞語

笑話 joke

大話 lie

句子

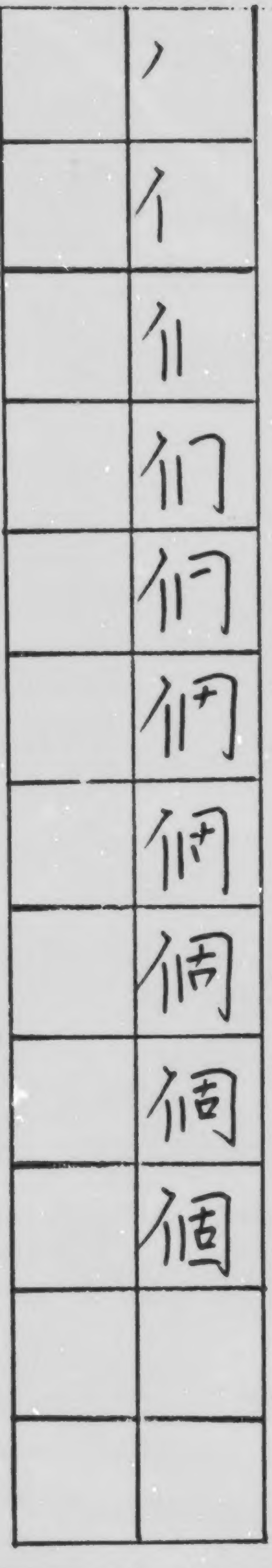
爸爸很愛説笑話.

我們不可説大話。

[gɔ]$_3$

個

unit article



詞語

一個 one

那個 which one?

句子

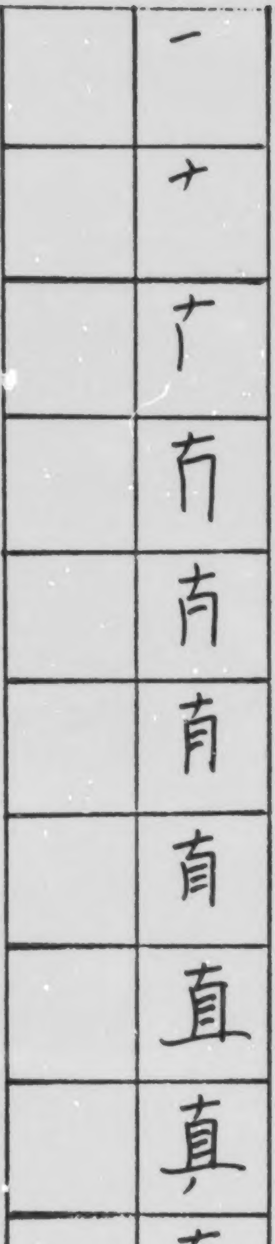
媽媽去買生果。

那個小孩子不愛玩？

[ǰʌn],

真

real, true



詞語

天真

真好

innocent

real good

句子

妹妹是一個天真的孩子

小明的家庭真好，大家很合作

[si]6

是

yes, am, are
is, was, were

丨
冂
日
日
旦
早
早
昰
是

詞語

這是	this is
那是	that is
也是	also
不是	is not

句子

這是弟弟可愛的白兔

那是哥哥心愛的小狗

他是一個好學生，我也是一個好學生

弟弟是男孩子，不是女孩子

UNIT II: SCHOOL

第二單元：學校

學校裏

學校裏，有先生，有同學。
先生教我用功讀書，
同學和我用筆寫字。
天天的功課，天天記着做。
大家問我上學好不好？
我答好！

問答：

一.學校裏有些什麼人？

二.先生教我做什麼？

三.我們用什麼寫字？

[hau]$_6$

校

School

一
十
才
木
木丶
木亠
木六
杈
校

詞語

學校	School
校長	principal
校歌	school song

句子

我們今天一同上學去.

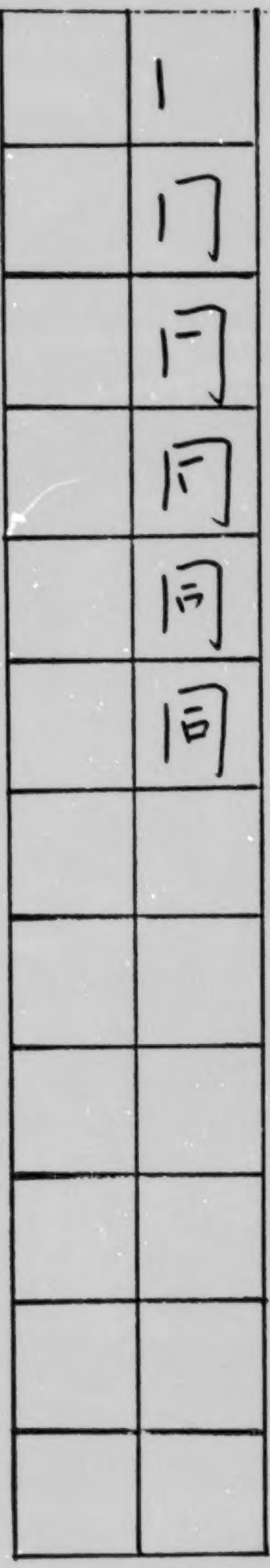
小文看見校長在和林先生説話.

早上,大家一同唱校歌.

[toun]$_4$

同

and, with



詞語

同學	school mate
一同	together
同心	of the same mind

句子

學校裏，同學多。

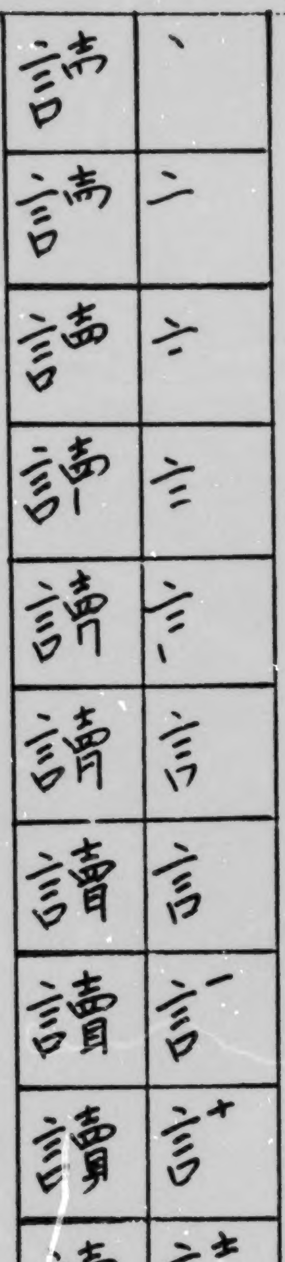
我們一同讀書，一同寫字。

大家要同心工作。

[duk]6

讀

read



詞語

讀書	reading study
讀本	reader

句子

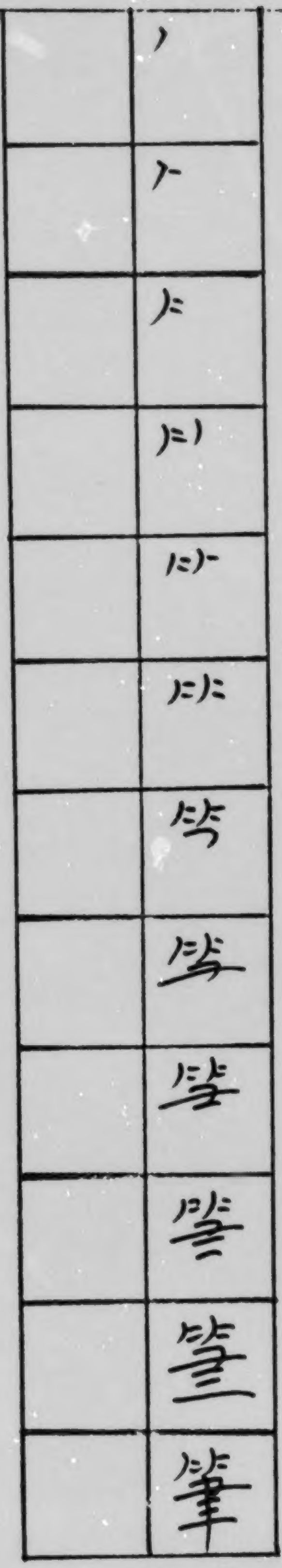
我們要用心讀書。

昨天小明沒有買到讀本。

[bʌt]$_1$

筆

pen



詞語

毛筆 brush

筆記 notes

句子

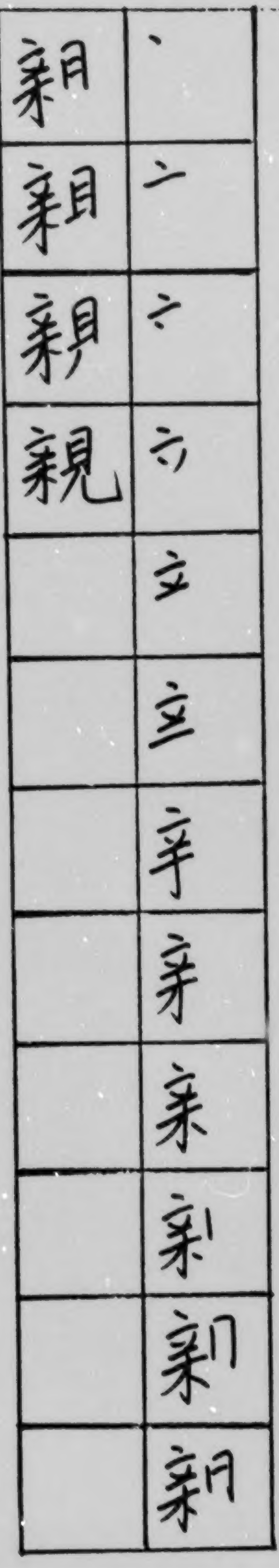
今天我們學寫毛筆字。

小明寫的筆記很好。

[čʌn]$_1$

親

relative



詞語

父母親 parents

親身 in person

句子

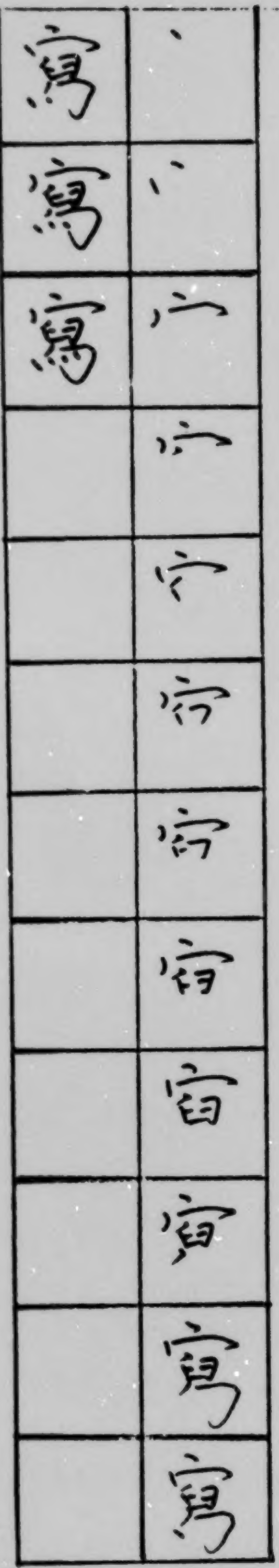
我的父母親很愛我。

爸爸親身和我到學校去。

[SƐ]$_2$

寫

write



詞語

寫字

writing

寫信

write letter

句子

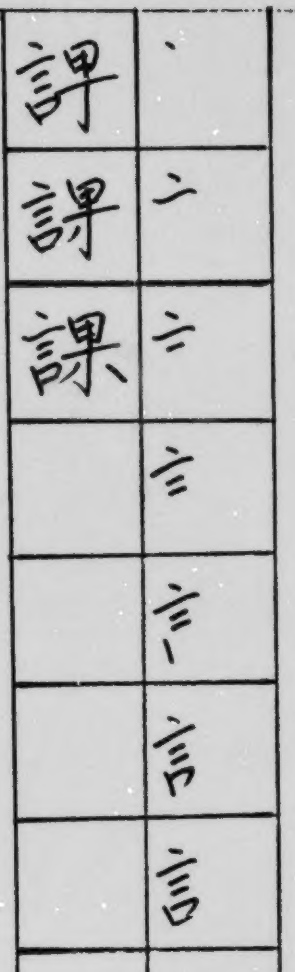
寫字要小心。

昨天哥哥寫信給朋友。

[fɔ]$_3$

課

lesson



詞語

課文	lesson
上課	in Class
功課	Assignment

句子

今天的課文不容易.

上課時要用心讀書。

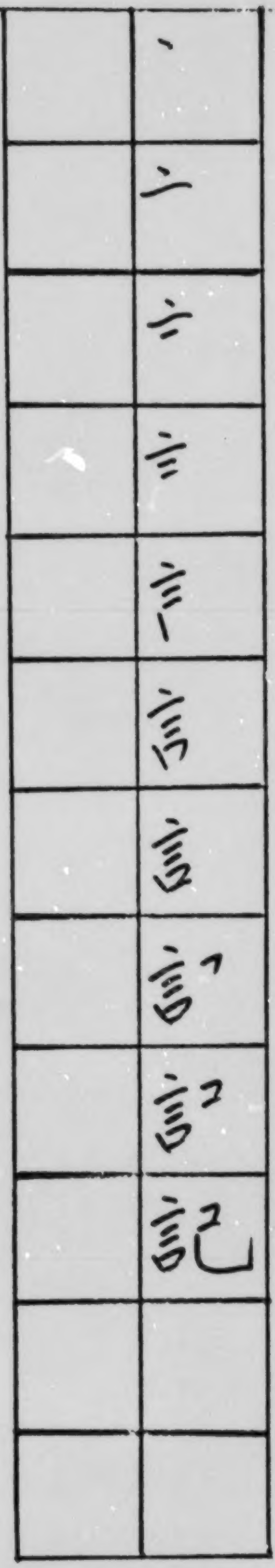
今天的功課.今天做。

29

[ge]$_3$

記

remember
record



詞語

記着	日記	記下
remember	diary	record

句子

先生的說話我們要記着。

小明天天寫日記。

有不明白的地方我要記下來。

[ǰo]6

做

do

ノ
亻
仁
什
什
估
估
估
估
做
做

詞語

做工	work
做完	finish

句子

爸爸天天去做工。

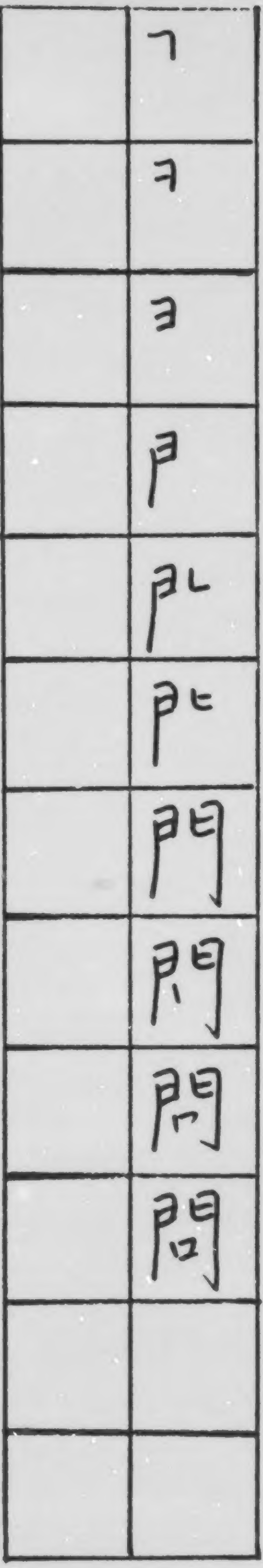
做完了功課才去玩。

31

[mʌn]$_6$

問

ask



詞語

學問	Knowledge
問好(安)	greeting

句子

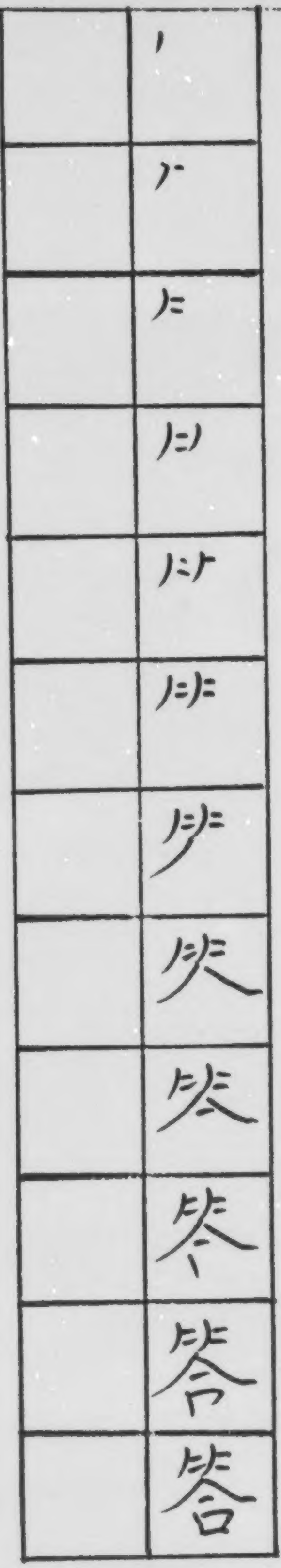
伯父的學問很好。

我們昨天去公公家裏向他問好。

[dap]$_3$

答

answer



詞語

問答 Question

回答 answer

句子

這一課的問答真不容易。

公公問我是不是一個好孩子，我回答說：「是」。

UNIT Ⅲ : COMMUNITY

第三單元 ：社區

市中心

市中心，
閙會多，買賣忙。
行人路上行人多，
過路要小心，
因為路上車子多。
回想前人教過我，
想得成功要努力。

問答：

一. 市中心有什麼活動？

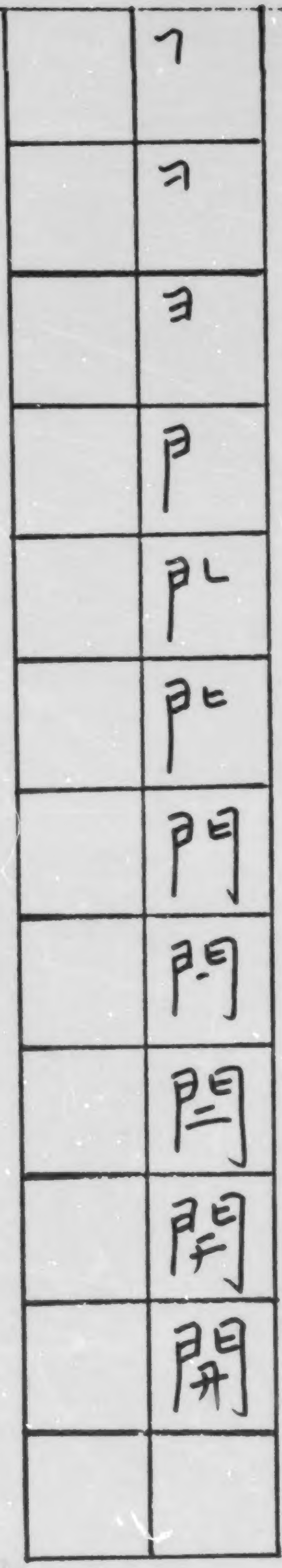
二. 為什麼過路要小心？

三. 前人怎樣教我？

[hɔɪ]1

開

open



詞語

開門	open the door
開心	glad
花開	flowers blossom

句子

客人来了，我去開門。

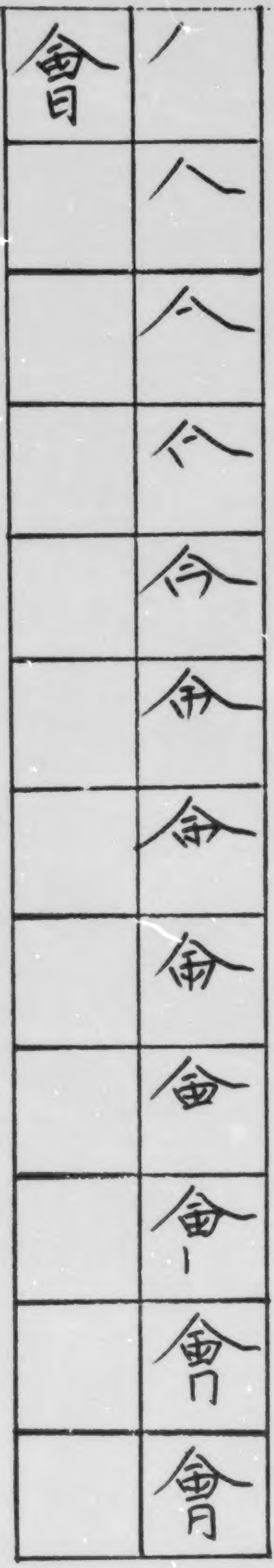
做完了功課才去玩真開心。

春来了，百花開。

[WUI]$_{6,3}$

會

meet, Know
meeting



詞語

開會	meeting
早會	morning assembly
會面	meeting each other

句子

爸爸忙着去開會，媽媽忙着做家裏的工作。

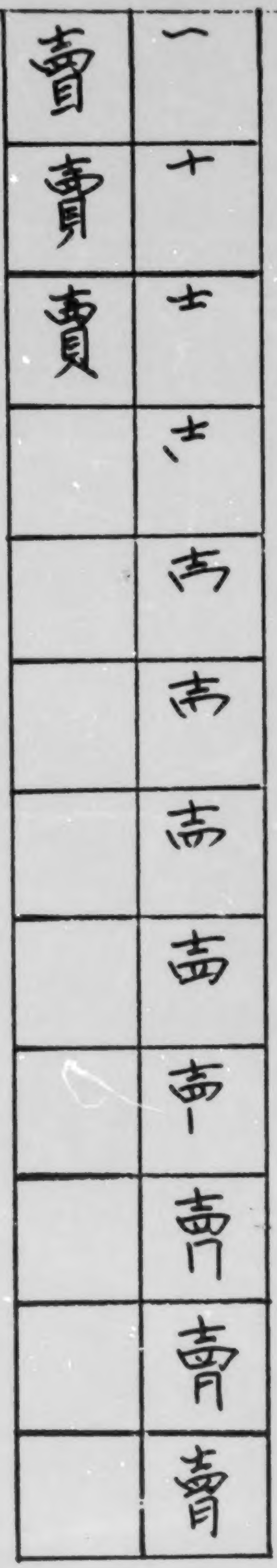
學校裏，早會時，校長叫我們不要説話。

朋友會面真開心。

[maI]6

賣

Sell



詞語

賣力	work hard, exert
買賣	selling and buying
出賣	betray

句子

他工作很賣力。

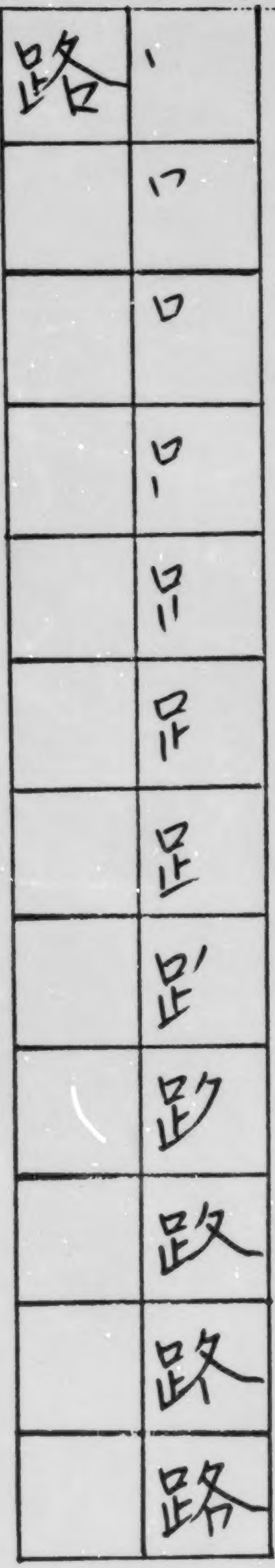
市中心，買賣多。

我們不可出賣朋友。

[lou]$_6$

路

way, road



詞語

馬路	road
行人路	pedestrian crossing
公路	highway

句子

馬路上，車子多。

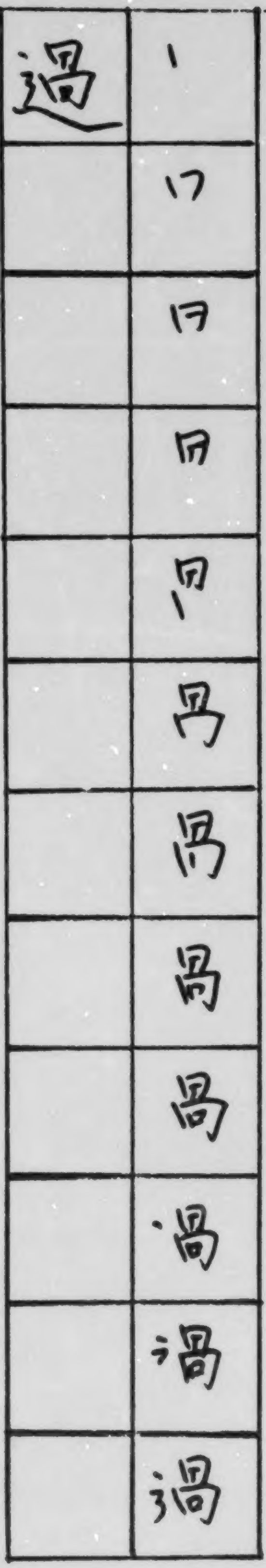
過馬路，要走行人路。

芝加哥的公路很好。

[gɔ]$_3$

過

pass, past
cross



詞語

不過
nevertheless

過馬路
crossing the street

句子

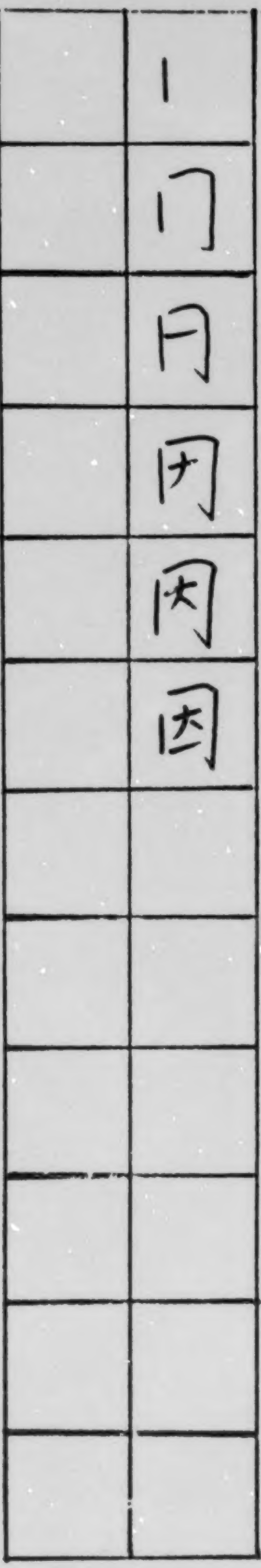
我知道你很想去玩，不過你要先做完今天的家課才可去玩。

過馬路，要小心。

[yʌn]1

因

because, cause



詞語

因為 because

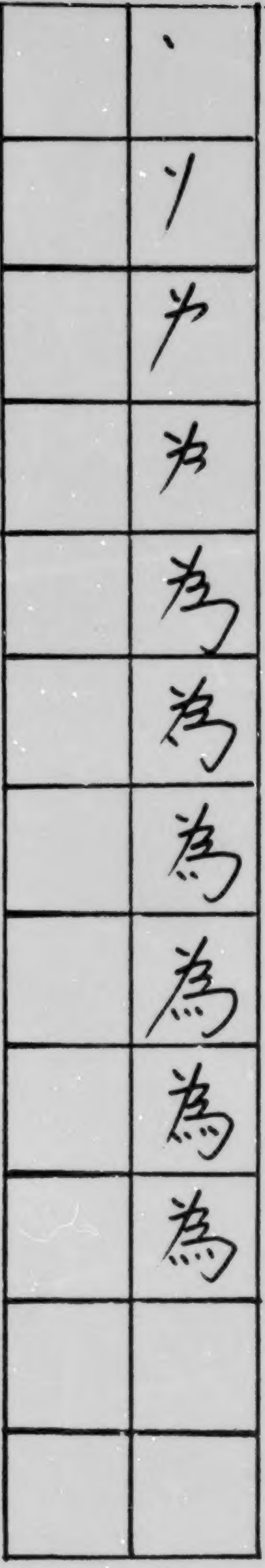
句子

小文是個好學生，因為他很用功讀書。

[waɪt]$_6$

為

because



詞語

以為

assume

為人

as a person

句子

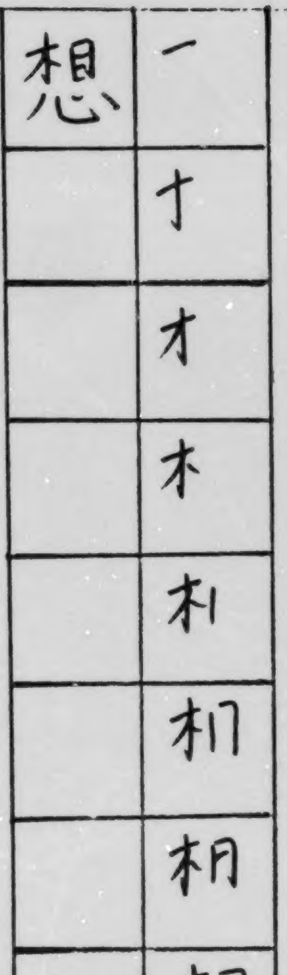
我以為他做得很好。

叔叔為人很好。

[sɛuŋ]$_2$

想

wish, think



詞語

想着 think of

回想 recall

句子

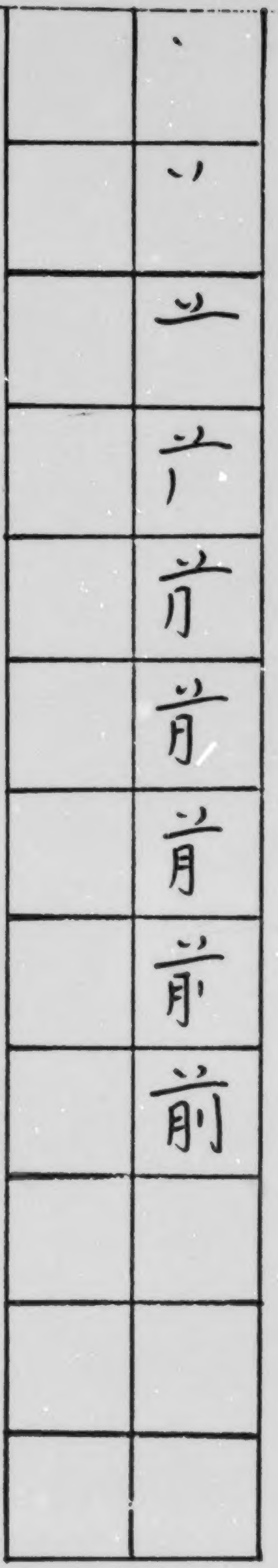
大明天天想着他的好朋友。

回想昨天伯伯說的笑話，十分開心。

[tin]$_4$

前

before
front



詞語

以前
before

前後
all in all, front and back

句子

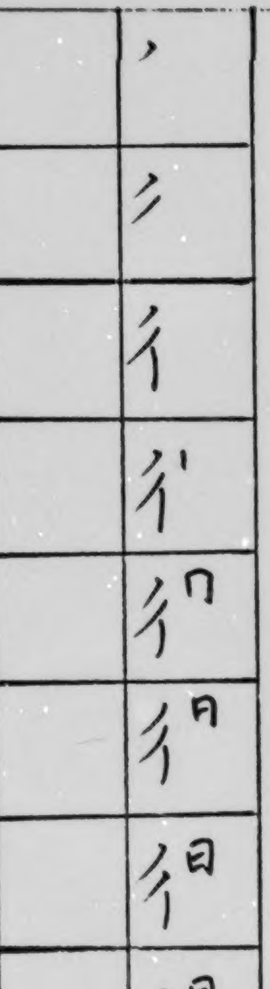
我家以前有隻大花狗。

學校的前後有很多空地。

[dʌk],

得

get, have, possess



詞語

得到 obtain

不得 don't

句子

文山寫字得到第一，中山得到第二。

我們不得玩火。

[lIK]$_6$

力

Strength

㇆

力

詞語

吃力	strenuous
努力	exert

句子

這門很重,開門很吃力。

同學們很努力讀書。

UNIT IV: PARTS OF THE BODY

第四單元：身體

小毛狗

一隻小毛狗，
一雙足一對手，
一對眼兒一個口，
面上鼻子像大豆，
飲起水來開大口，
拿着皮球快快走，

問答：

一.小毛狗身上有些什麼東西？
二.小毛狗身上的東西你也有嗎？
三.手的功用是什麼？
四.眼的功用是什麼？

[mo]4

毛

hair

一
二
三
毛

詞語

毛巾

towel

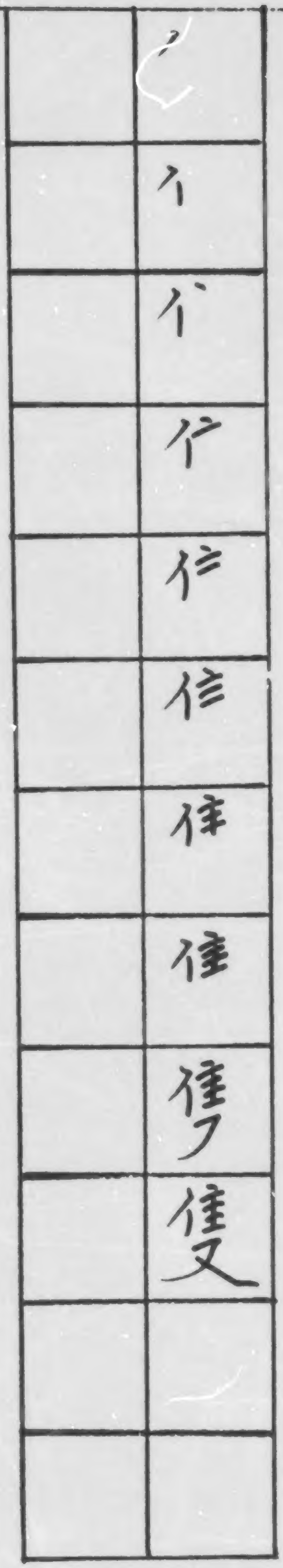
句子

媽媽今天買了三條毛巾給我們。

[ǰɛk]$_3$

隻

unit article



詞語

一隻手

一隻狗

one dog one hand

句子

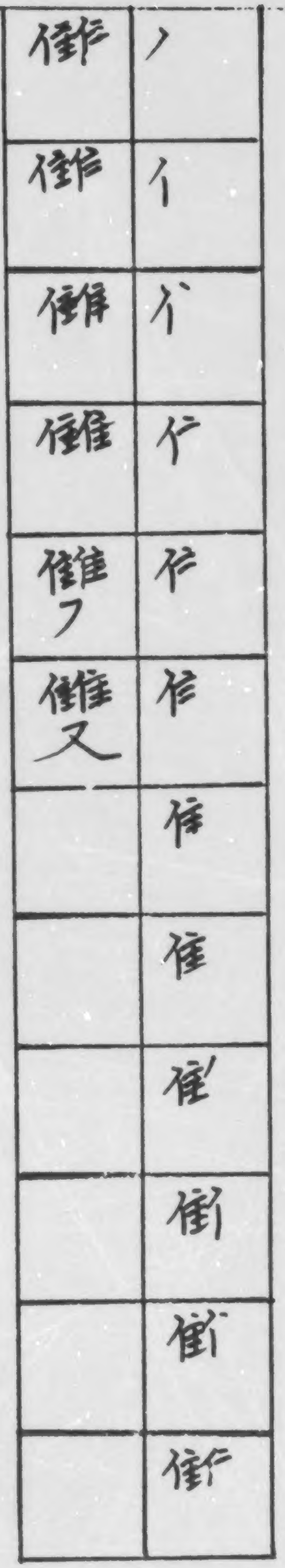
我有一隻左手，一隻右手。

小明家裏有一隻狗。

[sɛuŋ]1

雙

couple, pair



詞語

一雙手

two hands

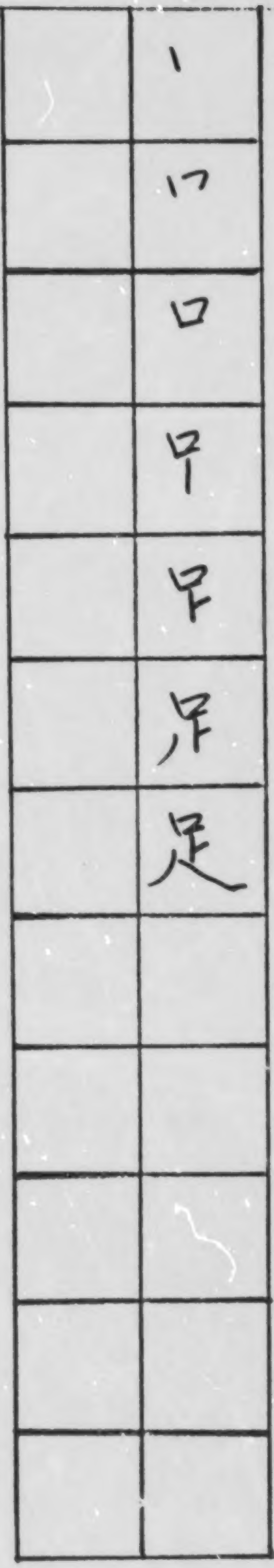
句子

我有兩個好朋友、就是一雙手。

[ǰUK]$_1$

足

foot



詞語

知足
content

足夠
enough

句子

做人要知足.

我們天天要有足夠的功課.

15.2

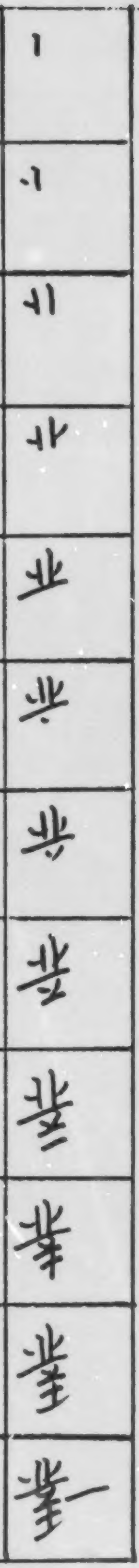
[dUI]$_3$

對

pair, right

對

對



詞語

一對	a pair
很對	very right
對人	dealing with people

句子

哥哥昨天買了一對小狗回來。

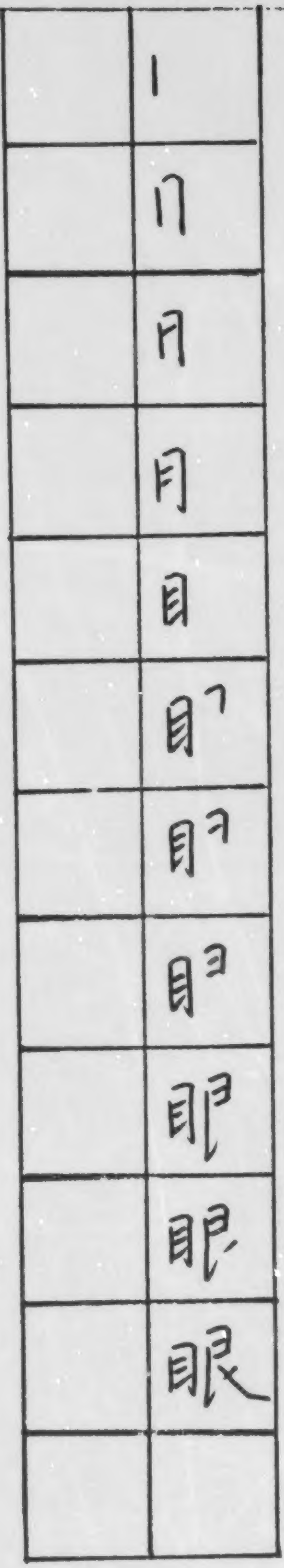
你的說話很對。

我們對人要有愛心。

[ŋan]$_3$

眼

eye



詞語

眼光

choice
judgment

眼見

see

句子

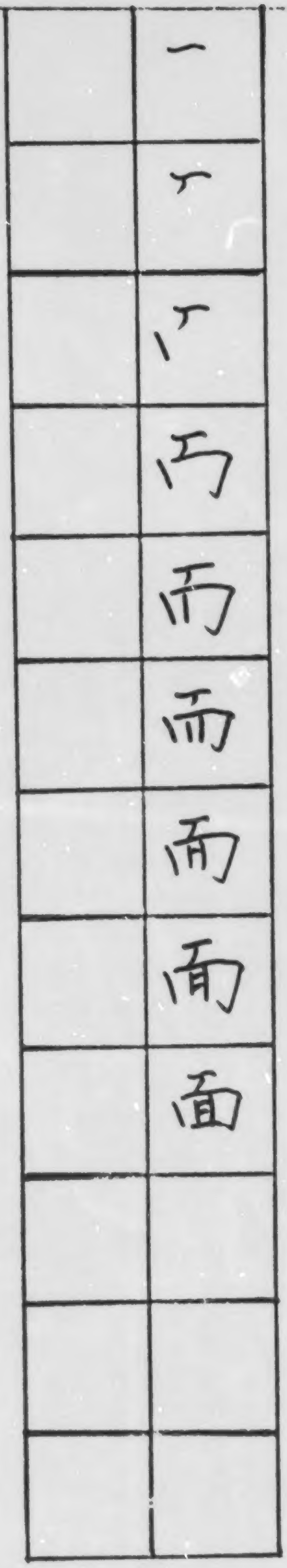
他買東西的眼光很好。

我親眼看見他大力打小文。

[min]$_6$

面

face



詞語

見面 seeing each other

失面 lose face

句子

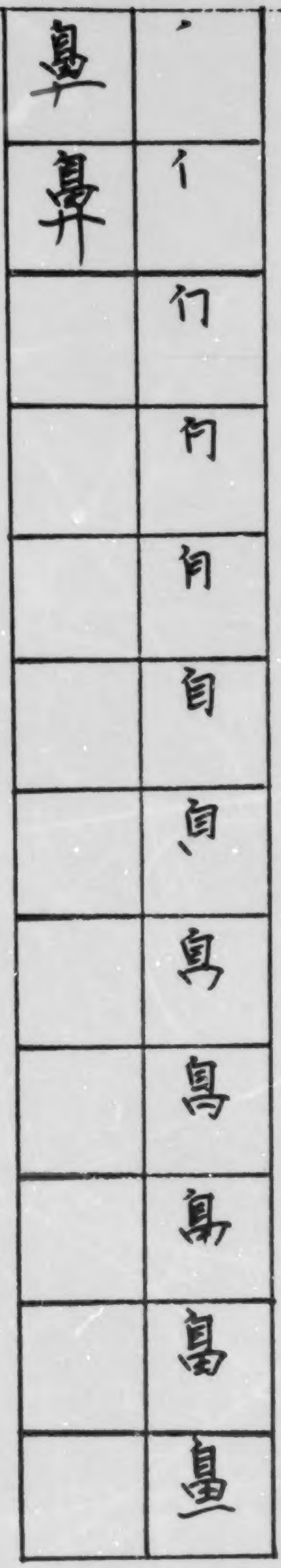
今天是他們第一次見面。

文山讀書不好，很失面。

[beɪ]$_6$

鼻

nose



詞語

鼻子

nose

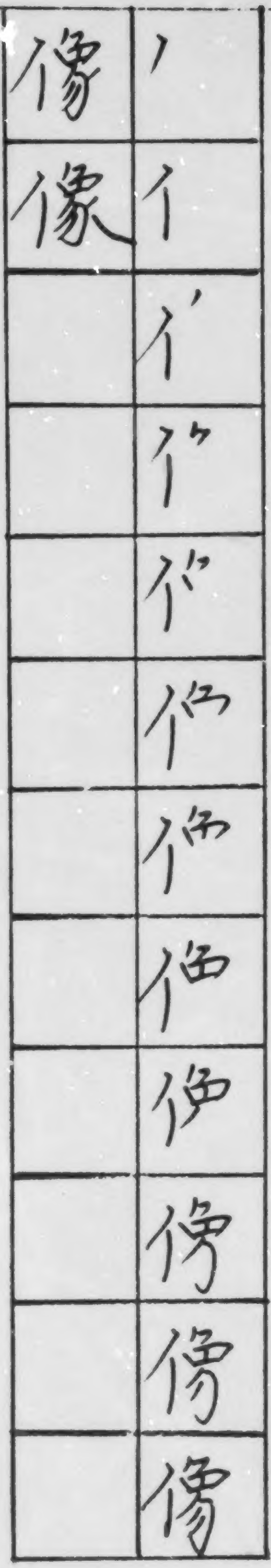
句子

我有一個鼻子，你也有一個鼻子。

[ǰɛuŋ]$_6$

像

like,
likeness



詞語

人像
portrait

很像
very much alike

句子

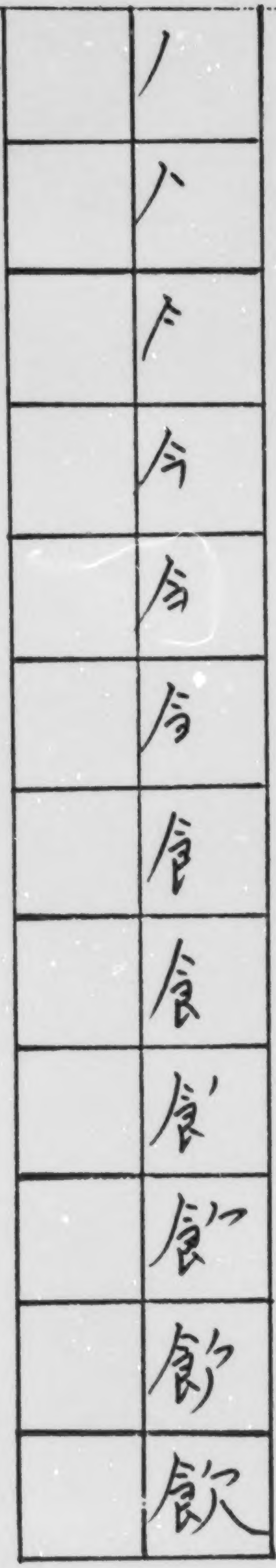
媽媽說這人像是公公。

叔叔看來很像爸爸。

[yʌm]₂

飲

drink



詞語

冷飲 cold drink

飲食 beverage and food

句子

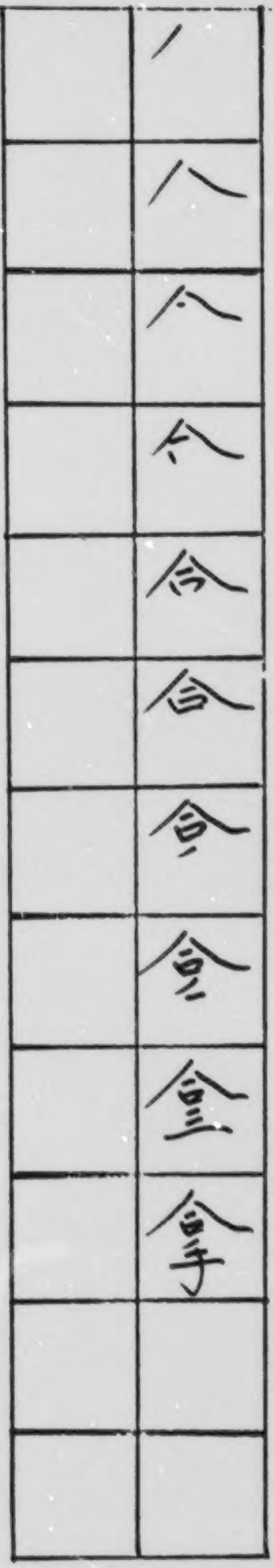
近來很冷，媽媽少買冷飲回家。

飲食要小心。

[na]$_4$

拿

take, hold



詞語

拿手

outstanding feat

拿東西

take, hold things

句子

我家的大狗，看門很拿手。

拿東西，要用手。

UNIT V : FOOD

第五單元：食物

客人来

吃飯前，先洗手。
飯菜時常有，
吃喝該小心，
吃飽不要走。
一菜二肉三條魚，
客人来打門，
給我問個好。

問答：

一.吃飯前先要怎樣？

二.吃喝該怎樣？

三.你昨天晚飯吃什麼東西？

[fan]$_6$

飯

rice

丿
𠆢
亽
亼
今
今
食
食
飠
飠
飣
飯

詞語

吃飯 eat meal

午飯 lunch

句子

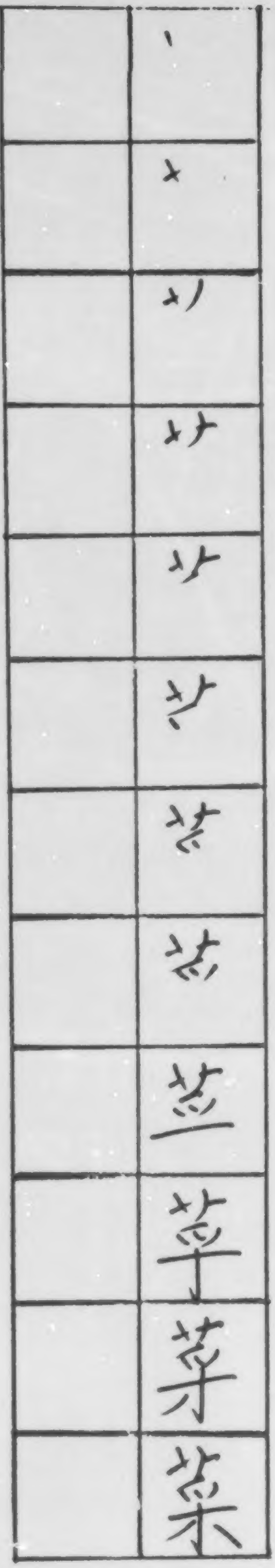
吃飯前，先洗手。

小明天天回家吃午飯。

[čɔɪ]$_3$

菜

vegetable



詞語

瓜菜

melon and vegetable

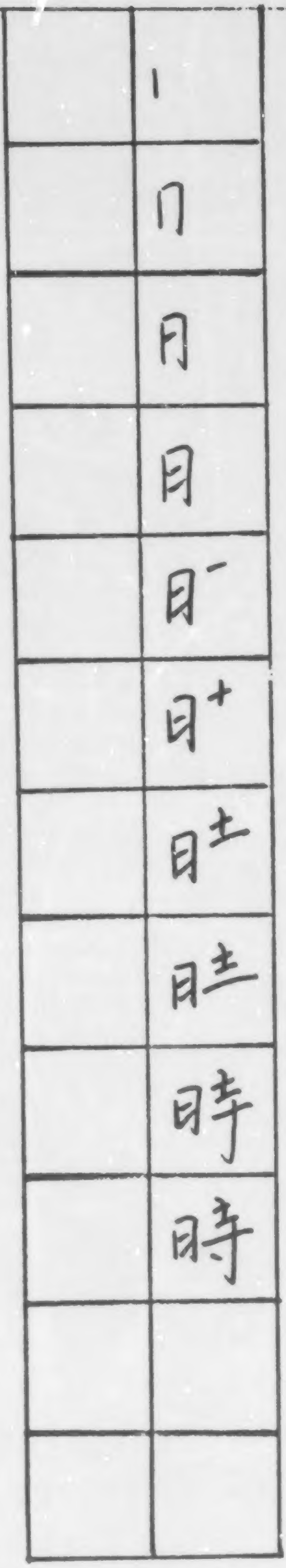
句子

媽媽昨天買了很多瓜菜回來。

[si]4

時

time



詞語

合時	seasonal
守時	on time

句子

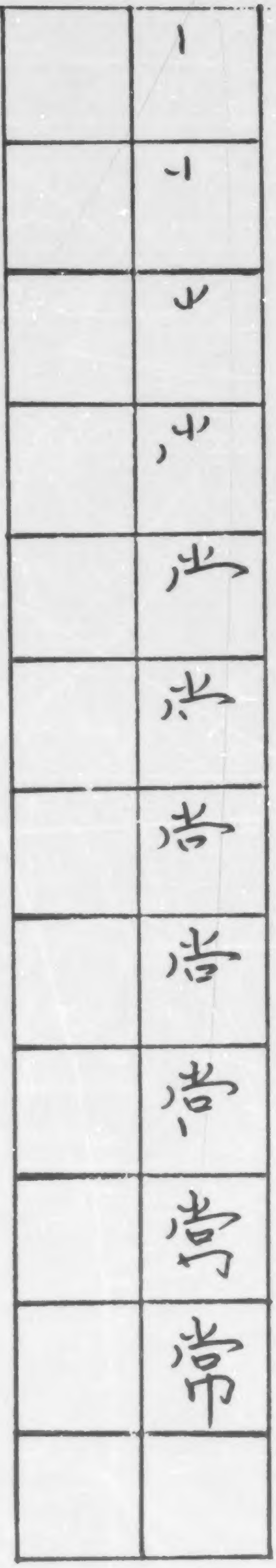
我們穿衣要合時

守時是很重要的.

[sɛuŋ]$_4$

常

often
average
common



詞語

詞語	
時常	often
平常	generally average
失常	abnormal

句子

他常常不小心寫字。

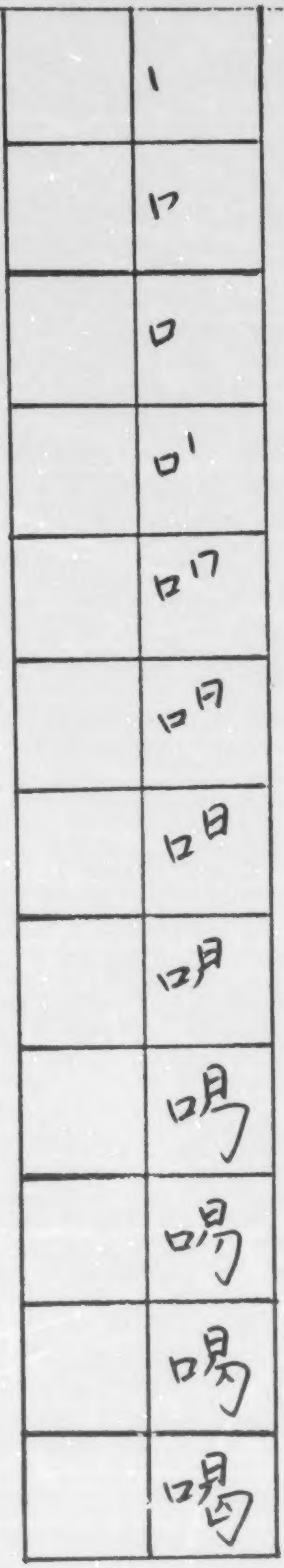
小明的功課很平常！

文山今天讀書有些失常。

[hɔt]₃

喝

drink



詞語

喝開水 drink boiled water

大喝 Shout

句子

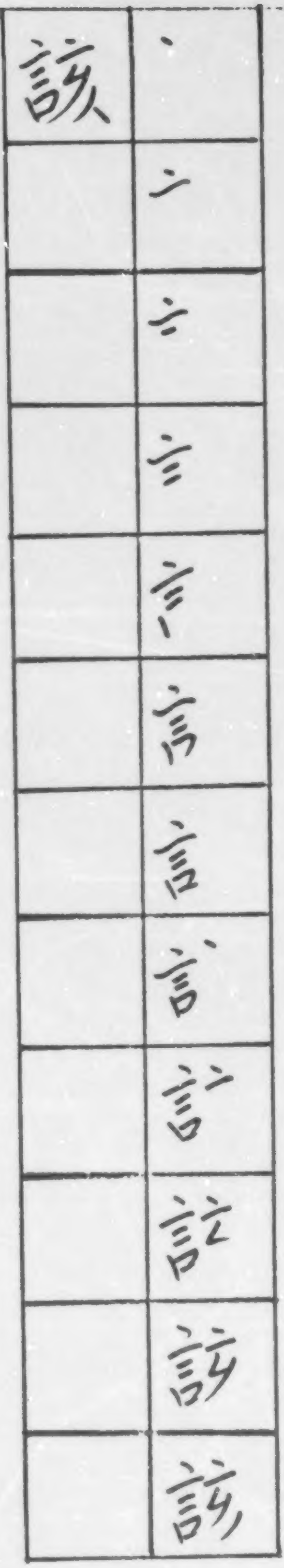
我們不可喝生水，要喝開水。

哥哥大喝說：「弟弟，不可玩刀子。」

[gɔI],

該

should
ought



詞語

該打
should be spanked

不該
should not

句子

大牛常常打同學、真該打。

他不該只是玩、不做功課。

[bau]$_{2,1}$

飽

full, enough

飽	ノ
	𠆢
	亽
	今
	今
	今
	食
	食
	飠
	飣
	飽
	飽

詞語

吃飽	full
飽子	dumpling

句子

小弟弟吃飽了，不再哭。

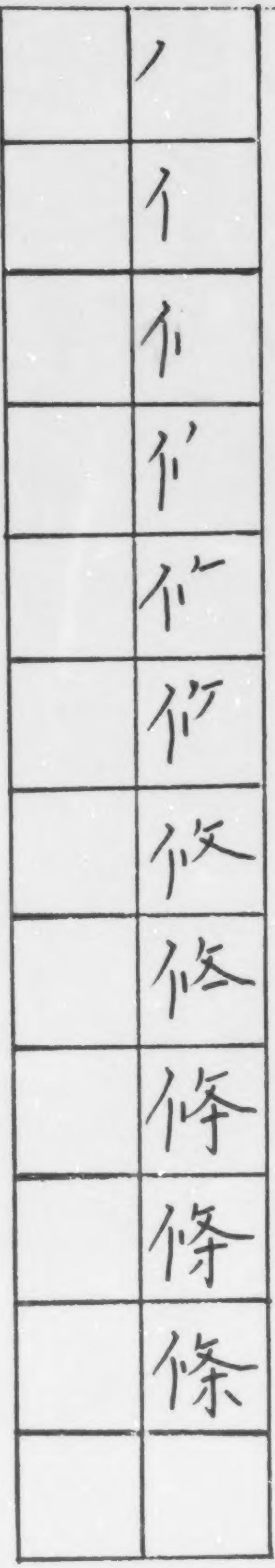
爸爸買的飽子很好吃。

68

[tɪu]$_4$

條

unit article



詞語

兩條魚，two fish

一條手巾 a towel

句子

叔叔昨天買了兩條魚來給我們吃。

媽媽今天洗衣時失了一條手巾！

[da]$_{2,1}$

打

hit, strike, dozen

一
十
扌
扌一
打

詞語

打字
typing

打門
knocking at the door

一打
a dozen

句子

哥哥打字很快。

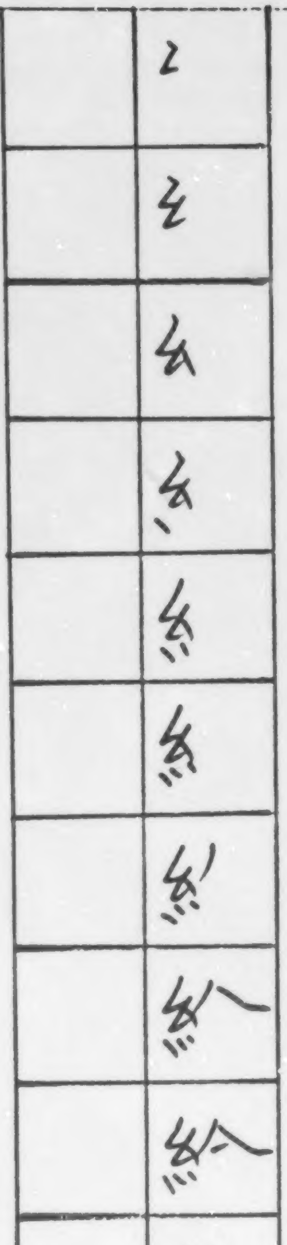
有客人在外面打門。

一打筆有十二枝。

[kʌp]$_1$

給

give



詞語

給你

give you

句子

我給你一枝筆！

UNIT VI: MATHEMATICS

第六單元：數學

數一數

一尺又一寸，
寸比尺短，
尺比寸長。
一千又一百，
百比千少，
千比百多。
正方有直角，
學數方法多。

問答：

一. 一尺有多少寸？
二. 一千有多少個一百？
三. 正方有什麽角？
四. 什麼是直角？

[tʃɛk]$_3$

尺

foot
(10 Chinese inches)

𠃍
コ
尸
尺

詞語

一尺
one foot

句子

一尺有十寸(中尺)

[čuən]$_3$

寸

inch

一

丁

寸

詞語

尺寸（大小）

size

一寸

one inch

句子

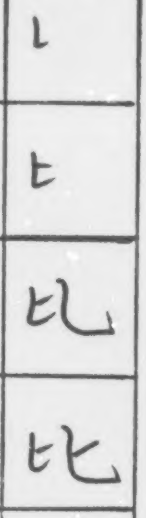
這本書的尺寸有多少？

一尺有多少個一寸？

[beɪ]$_2$

比

Compare with



詞語

比一比

Compare

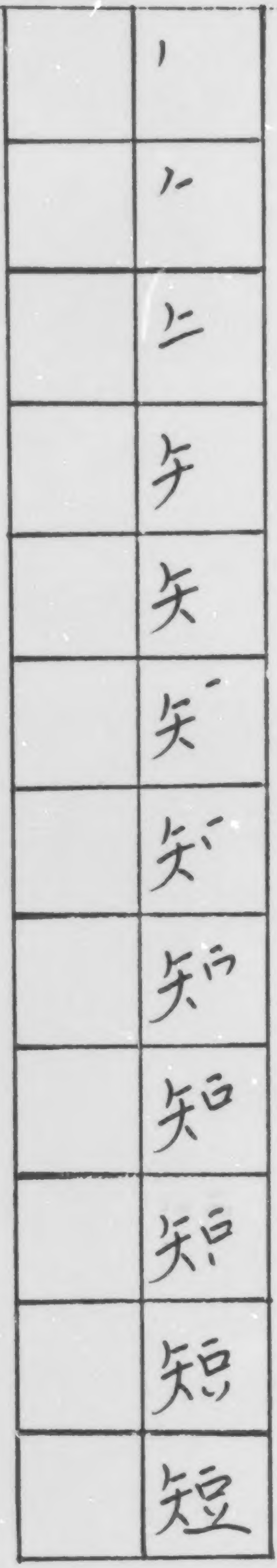
句子

我們比一比，看看那個走得快些。

[dun]$_2$

短

short



詞語

短

short

句子

這把尺很短

[ʨin]1

千

thousand

丿

𠂉

千

詞語

六千

six thousand

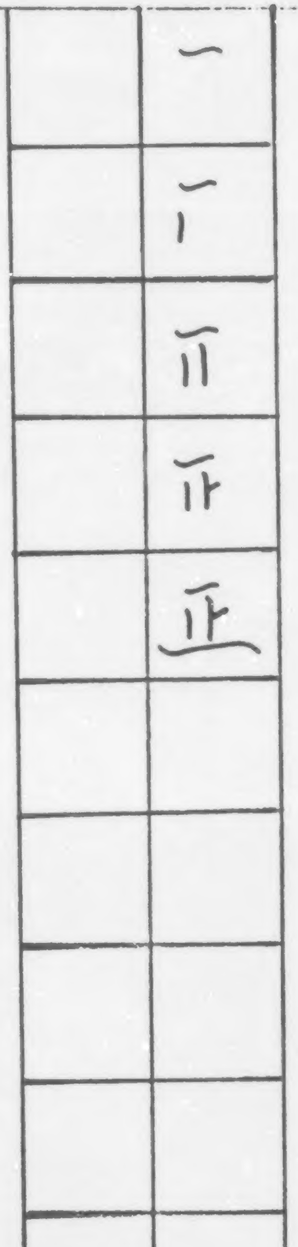
句子

爸爸用了六千元買車子。

[ǰɪŋ]$_3$

正

right
exact



詞語

公正

正在

句子

just

先生對學生要公正。

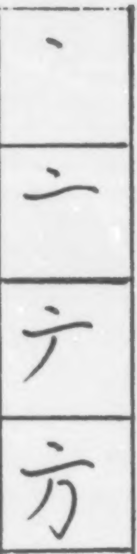
at that moment

姐姐正在忙着做功課。

[fɔŋ]$_1$

方

square



詞語

方向

direction

方尺

square foot

句子

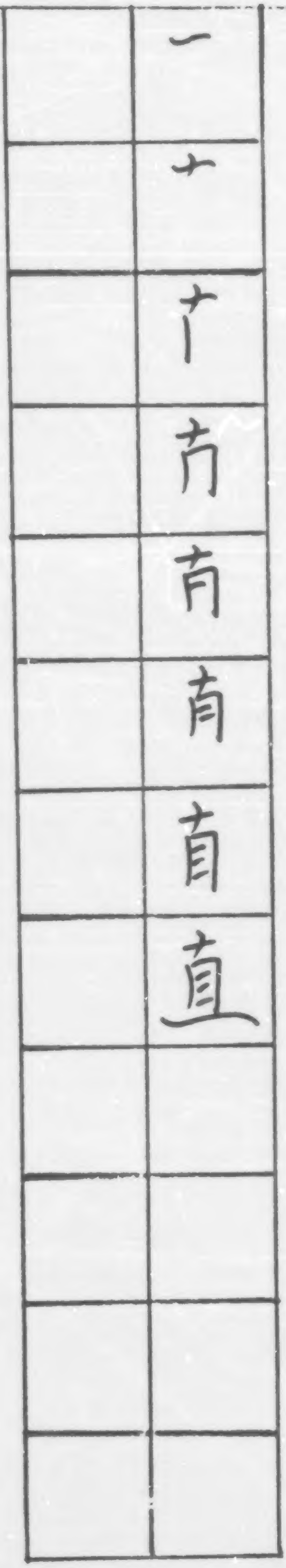
東南西北是方向，上下，左右也是方向。

一方尺有多少方寸？

[ǰɪg]$_6$

直

straight



詞語

正直	upright
一直	all along
很直	very straight

句子

叔叔是一個正直的人。

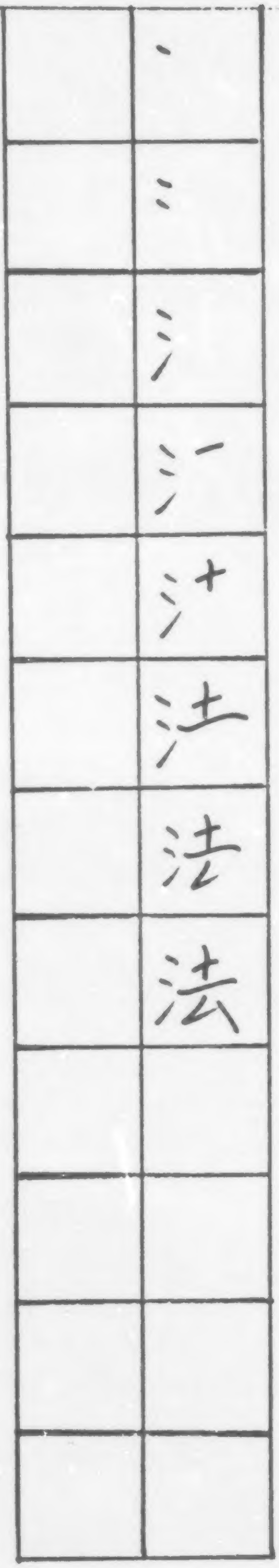
妹妹一直沒有說話。

這條路很直。

[fat]$_3$

法

method



詞語

方法
method

筆法
style of writing

句子

小明想出的方法很好.

文山寫字的筆法很好。

UNIT VII : THINGS

第七單元：物件

玩球

枱上有皮球.
椅下有隻狗.
拍球容易學.
玩起真開心.
放學回家後.
如果狗兒在.
可以一同玩皮球.

問答:枱上有什麼?
枱下有什麼?
放學和狗兒玩什麼?
你愛玩什麼?

[tɔɪ]$_2$

枱

table

一
十
才
木
木𠃋
杫
杫丨
杫𠃍
枱

詞語

書枱

desk

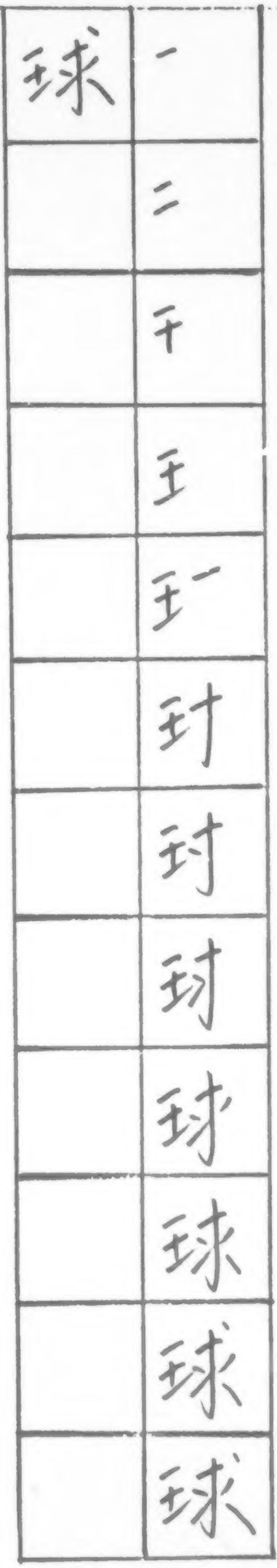
句子

晚飯後，小明在枱上做功課。

[kaut]$_+$

球

ball



詞語

球拍 bat racquet

足球 football

句子

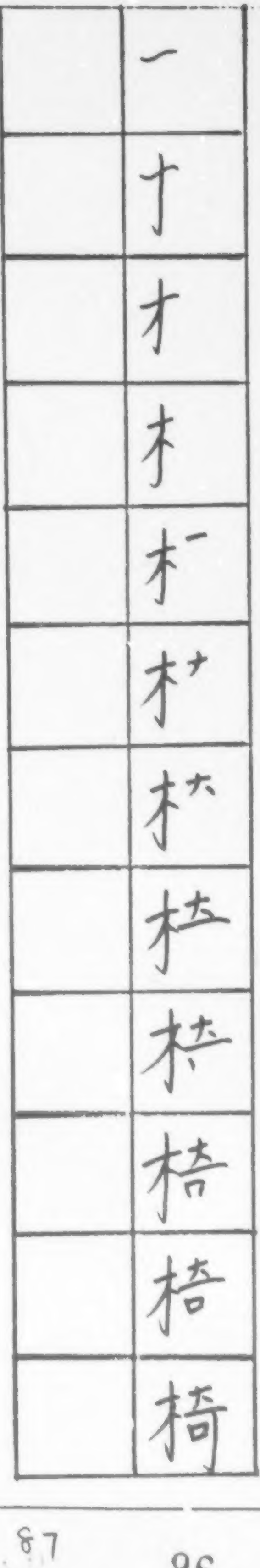
昨天姊姊買了一個球拍回來。

放學後，我們去玩足球。

[yi]$_2$

椅

chair



詞語

椅子

chair

句子

媽媽要小弟弟坐在椅子上吃飯。

[pak]$_3$

拍

dribble
clap

一
丁
扌
扌丿
扌𠂆
扌冂
拍
拍

詞語

拍手 clap

拍子 rhythm

句子

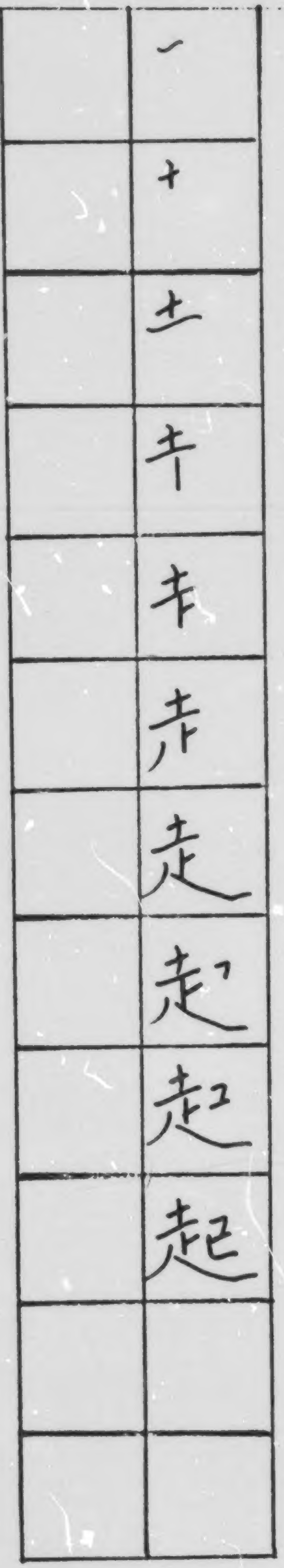
先生說笑話，我們拍手笑哈哈。

文山打拍子，我們同唱歌。

[he]$_4$

起

up



詞語

一起	together
起来（起身）	get up

句子

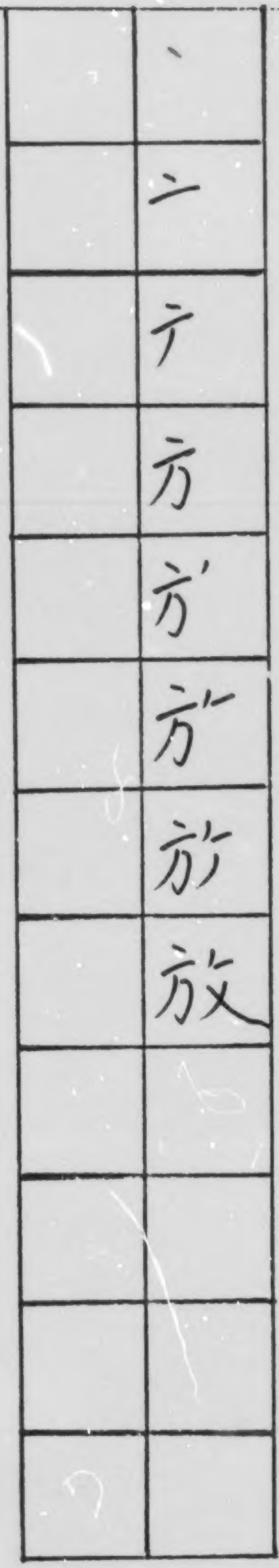
大家一起做功課，一起去玩。

早上起来上學去。

[fɔŋ]$_3$

放

put, place
release



詞語

放心
no worry

放下
put down

句子

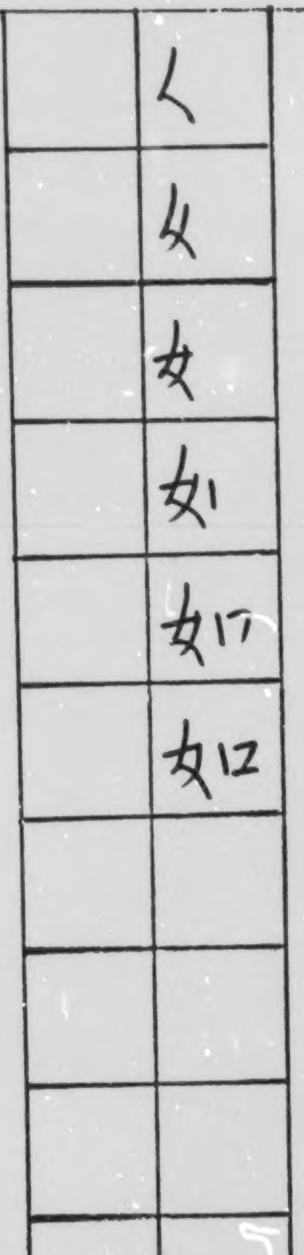
弟弟小心過馬路，媽媽很放心。

爸爸要弟弟把刀子放下來。

[yu]4

如

if, like



詞語

如果	if
不如	not as good
如今	now

句子

如果我們不用心讀書，先生會不開心。

文山玩球不如我哥哥好。

從前他不會寫字，如今學會了。

[yi]3

以

to ... that

丨
𠄌
𠄌丶
𠄌丶丿
以

詞語

可以 may

以為 assume

句子

做完了功課可以和姐姐一同唱歌。

文山上學去、弟弟以為他去玩球哭着也要去。

UNIT VIII : SEASONS

第八單元：四季

四季歌

一年四季定時候
共有春夏及秋冬
讀書長期要用功
但望快樂在心中

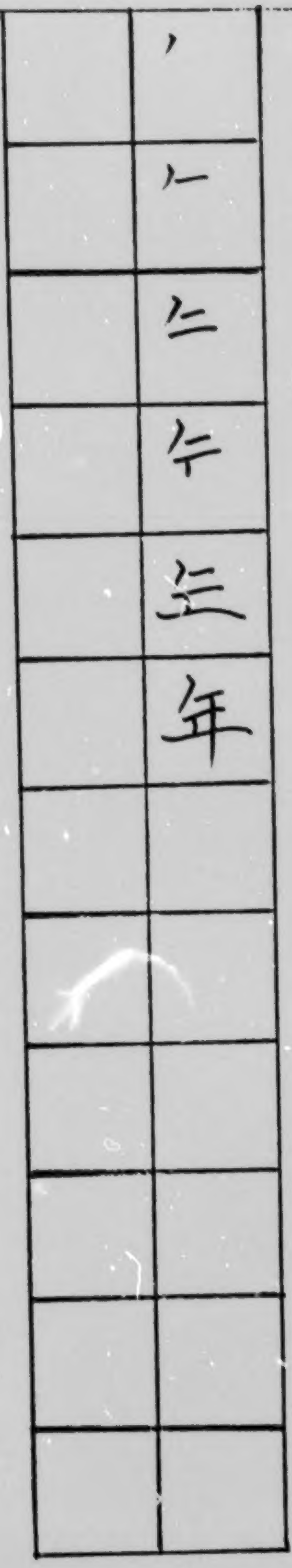
問答：

一. 一年的四季是什麼?
二. 為什麼讀書長期要用功?
三. 四季有沒有定時?

[nin]$_4$

年

year



詞語

一年 one year

老年人 old folks

句子

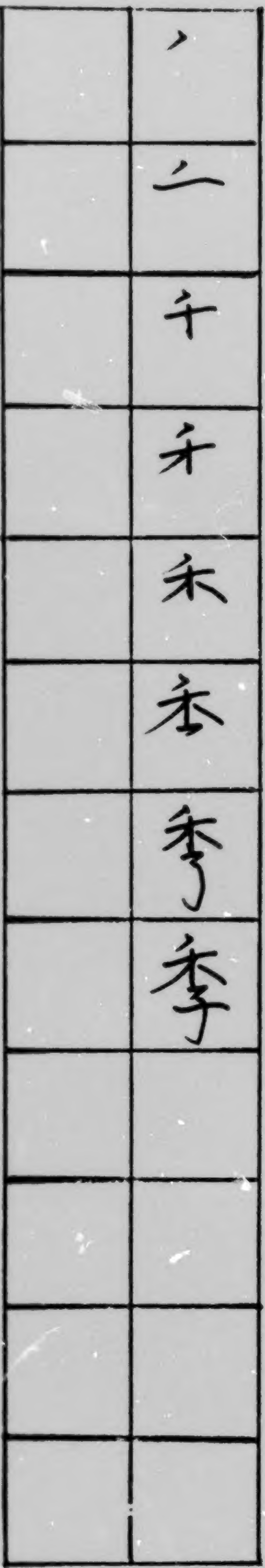
一年有十二個月。

老年人走路不快。

[ɡwaɪk]$_3$

季

season



詞語

四季

four seasons

一季

one season

句子

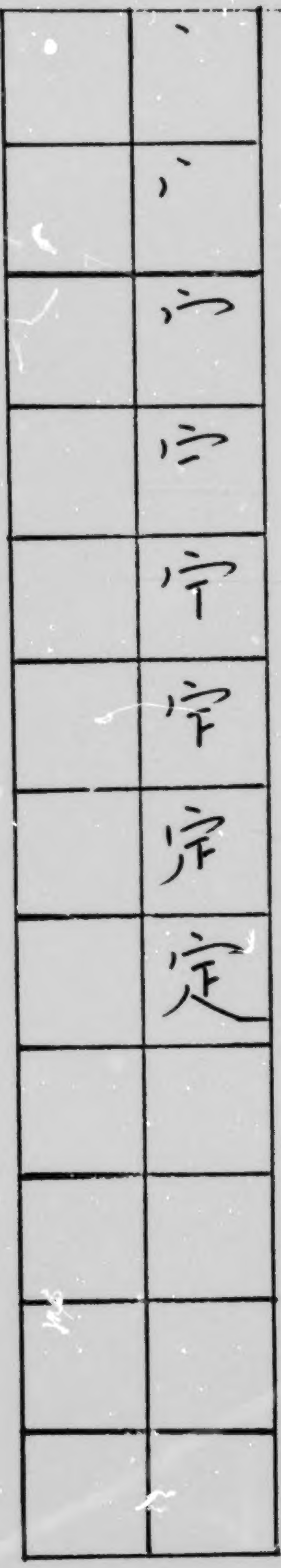
一年有四季·

一季有三個月。

[dɪŋ]$_6$

定

fix, steady
sure



詞語

一定
must

定時
fixed
time

句子

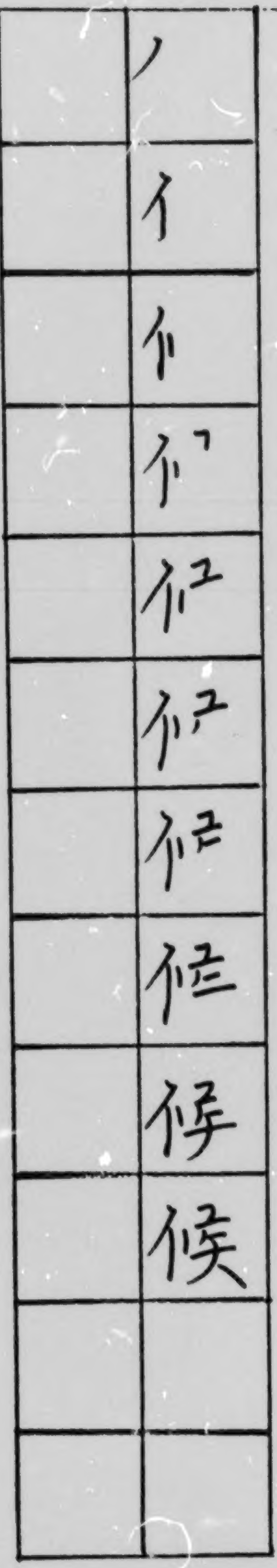
要成功一定要努力。

我們吃飯要有定時。

[haut]$_6$

候

wait



詞語

詞語	
時候	time
季候	seasonal
問候	greet

句子

時候不早了，我們要休息。

每個季候有不同的生果。

媽媽昨天寫信問候外公。

[čʌn]1

春

spring

一	
二	
三	
丰	
夫	
夫	
春	
春	
春	

詞語

春天

spring

句子

春天裏、花草長得很快。

[ha]$_6$

夏

Summer

一 丆 丆 丙 丙 百 直 直丿 直⺆ 夏

詞語

夏天 Summer

夏季 Summer Season

句子

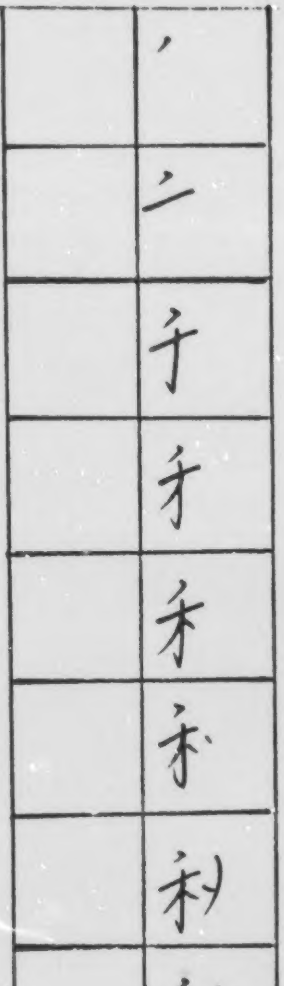
夏天時，日比夜長。

夏季裏有很多好吃的生果。

[čaut],

秋

fall
autumn



詞語

秋天 fall

秋季 fall season

句子

秋天月兒好。

學校每年在秋季的九月開課。

101

[doun]1

冬

winter

ノ ク 夂 冬 冬

詞語

冬天	Winter
冬季	Winter Season
冬瓜	Winter melon

句子

冬天裏，夜比日長。

冬季比夏季冷。

爸爸媽媽愛吃冬瓜。

[Ke]$_4$

期

period

一
十
卄
廿
甘
甘
其
其
其
期
期
期

詞語

定期 fixed schedule

星期 week

句子

學校每年定期九月和一月開課。

這星期的功課很多。

[dan]$_6$

但

but

ノ
亻
亻丨
亻冂
亻冃
亻日
但

詞語

但是	but
不但	not only

句子

這課文很長，但是生字不多。

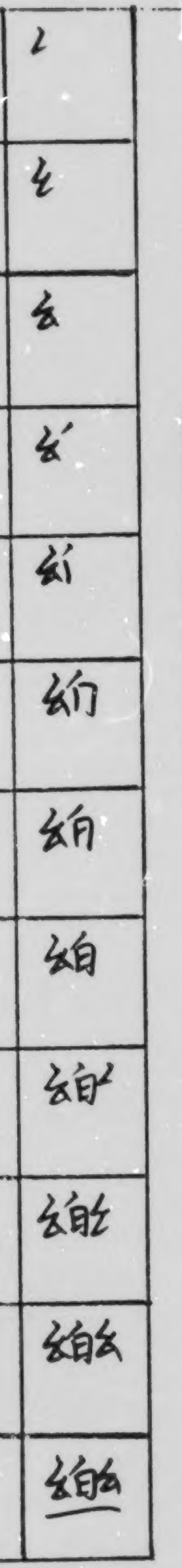
方山不但讀書用功，寫字也很好。

[ŋɔk]$_6$

[lɔk]$_6$

樂

happiness
music



樂
樂
樂

詞語

快樂 happy

句子

今天是姐姐的生日，我們和她一同快樂。

UNIT Ⅸ : ANIMALS

第九單元：動物

好朋友

好朋友，做甚麼？
鳥兒空中飛，
馬兒地上跑，
小貓小豬同唱歌，
音樂時時有，快樂必定多。

一.這裏有那幾個好朋友？
二.牠們在做什麼？
三.牠們快樂嗎？

[sʌm]$_6$

甚

what
extreme

一
十
廾
廿
甘
甘
其
其
甚

詞語

甚麽	what
為甚麽	why
甚好	very good

句子

你說甚麽？

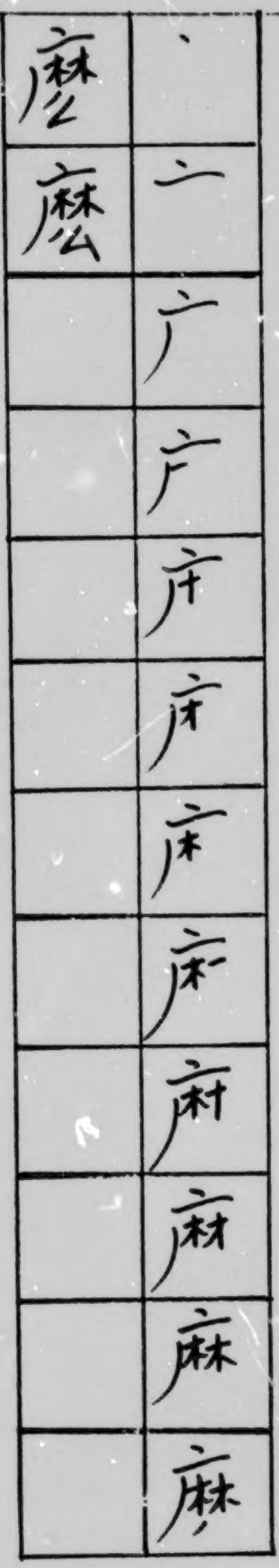
你為甚麽拿了小明的書？

先生的學問甚好。

[mɔ],

麼

What ?



詞語

是麼？
Is it right?

對麼？
Is it correct?

句子

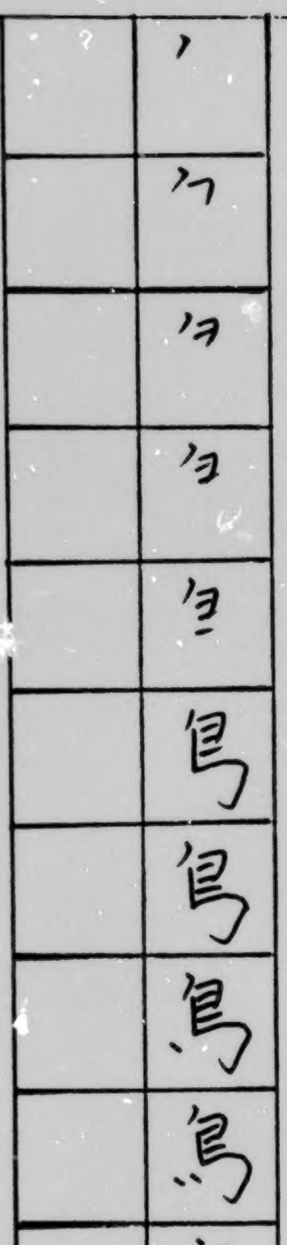
哥哥比弟弟大力是麼？

妹妹做的功課對麼？

[nIU]$_3$

鳥

bird



詞語

小鳥	little bird
百鳥	a lot of birds

句子

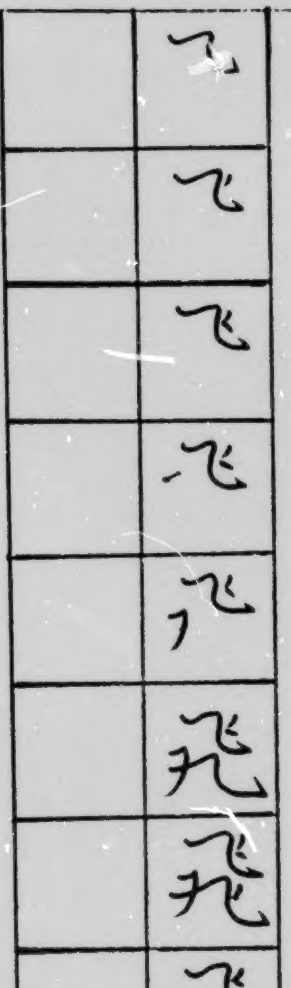
小鳥叫，弟弟哭。

百鳥在唱歌，很是快樂。

[feɪ]1

飛

fly



詞語

飛人	flying man
飛行	flying

句子

我們愛看空中飛人．

秋天到了，鳥兒向南方飛行．

[ma]$_3$

馬

horse

一
二
三
手
馬
馬
馬
馬
馬

詞語

馬路 road

馬上 at once

句子

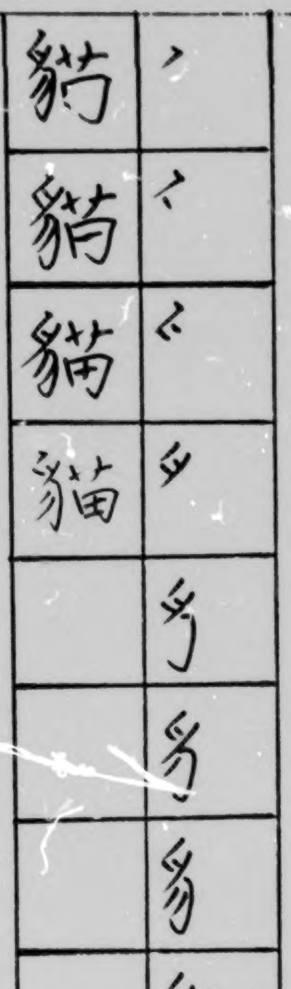
過馬路一定要小心。

媽媽叫我馬上到小明家裏叫哥哥回来吃飯•

[mau]$_1$

貓

Cat



詞語

貓兒

cat

句子

貓兒上樹真拿手。

[jǔ],

豬

pig

一	豬
丆	豬
丂	豬
丂	
豕	
豕	
豕	
豕一	
豕十	
豕土	
豕耂	
豕耂	

詞語

小豬

little pig

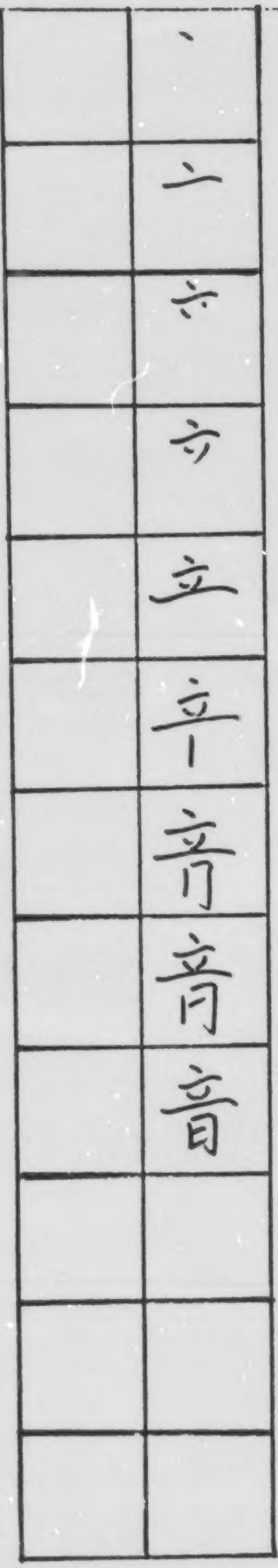
句子

小豬愛在泥裏玩.

[yʌm],

音

tune



詞語

音樂 music

高音 high pitch sound

低音 low pitch sound

句子

上音樂課時我們一同唱歌。

姐姐唱女高音。

哥哥唱低音。

[bit]，

必

must

丶
心
心
必
必

詞語

必要 must

不必 no need to

句子

想得成功，必要努力。

我們要用心寫字，不必太快。

UNIT X : NATURE

第十單元：自然界

幼年時

回想幼年時，
風花雪雨下多少？
有一回，坐在大樹下，
風吹過，雨下完，
陽光亮，鳥兒叫，
我們慢慢睡着了，
紅花綠草長多少？

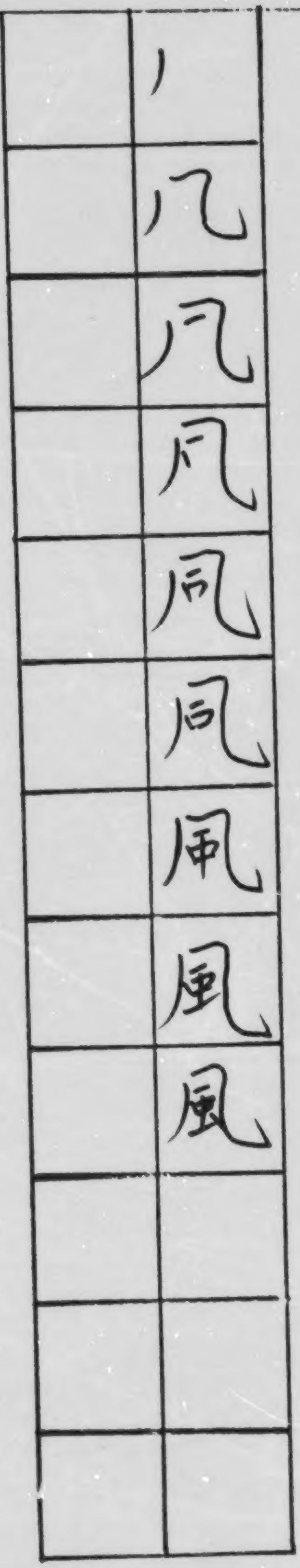
問答：

一. 有一回，我們坐在那裡？
二. 當時的天色如何？
三. 那裏有什麼景色？

[foun]1

風

wind



詞語

風力 strength of wind

風光 scenery

句子

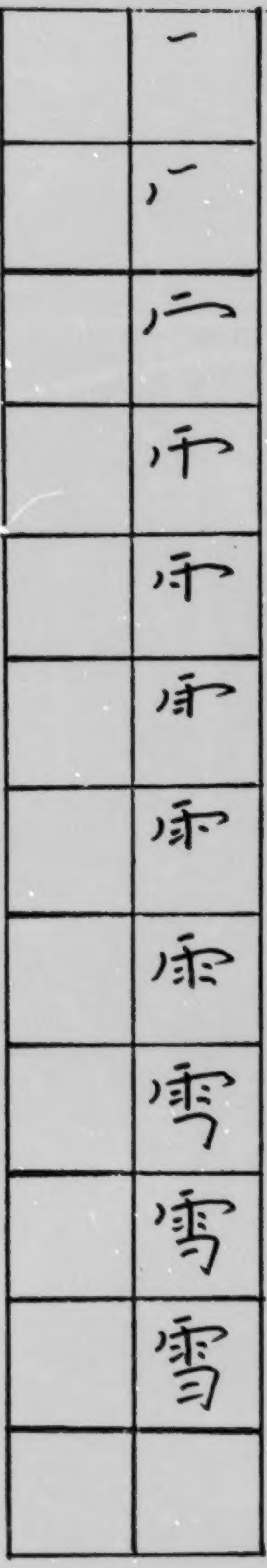
因為風力很大，樹枝也被吹下來了。

這裏風光好，有山、有水，又有花草樹木。

[suat]$_3$

雪

snow



詞語

風雪 blizzard

雪人 snowman

雪白 snow-white

句子

外面風雪大，我們在家中讀書。

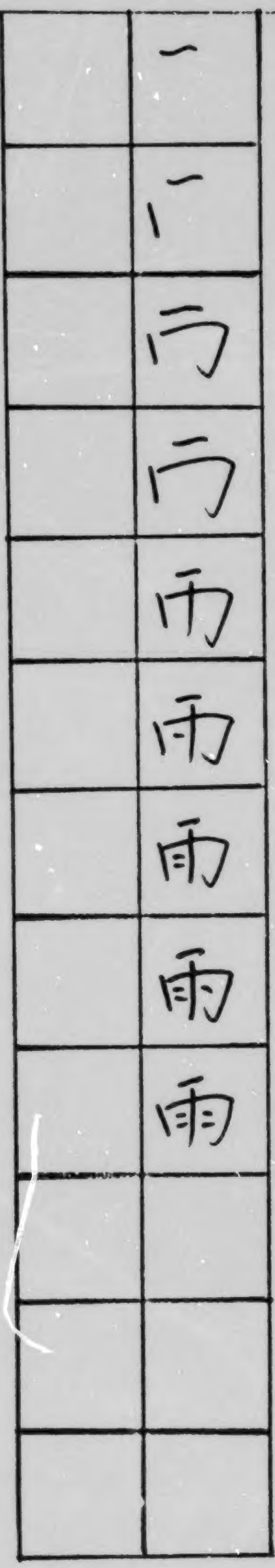
天下大雪，我們在外面玩雪人。

小紅穿上雪白的衣服很是好看。

$[yu]_3$

雨

rain



詞語

雨衣

raincoat

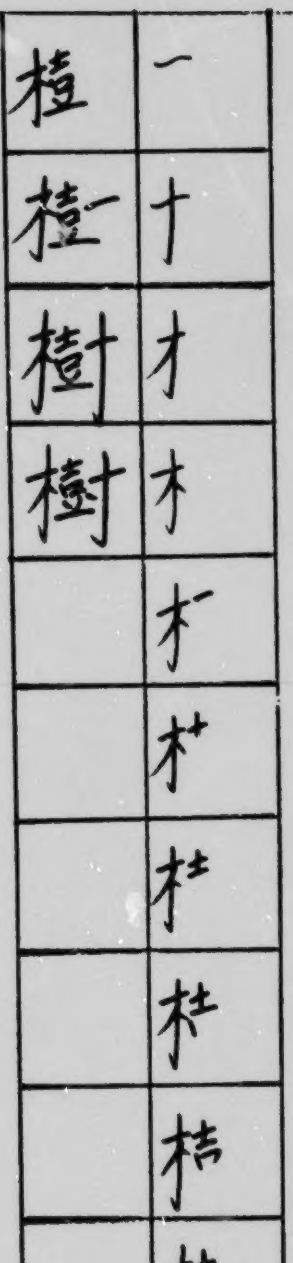
句子

天在下雨，我們穿上雨衣上學去。

[ši]

樹

tree



詞語

樹林

forest

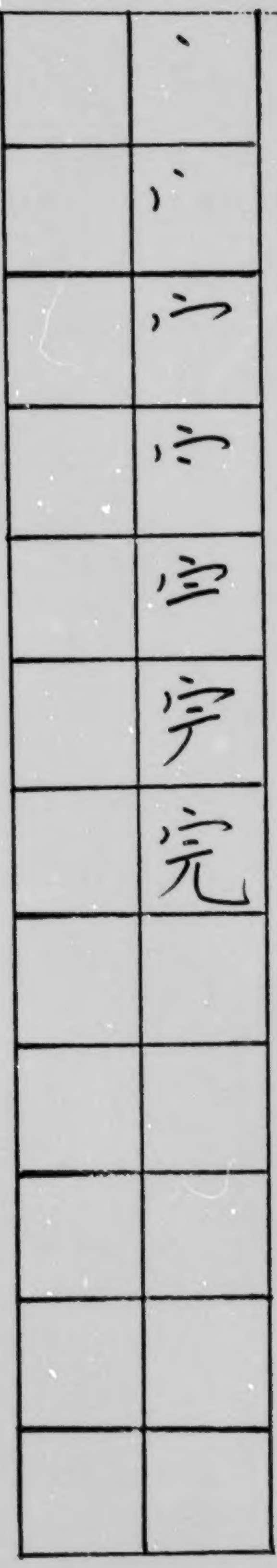
句子

樹林裏有很多花草樹木。

[yun]4

完

end, finish



詞語

完了
finished

未做完
not yet done

句子

爸爸說做完了功課可以出去玩球。

我未做完功課，只好看着他們去玩。

[yɛuŋ]$_4$

陽

sun
male

了
阝
阝'
阝冂
阝日
阝日
阝旦
阝旦
陽
陽
陽

詞語

太陽	sun
陽光	sunlight

句子

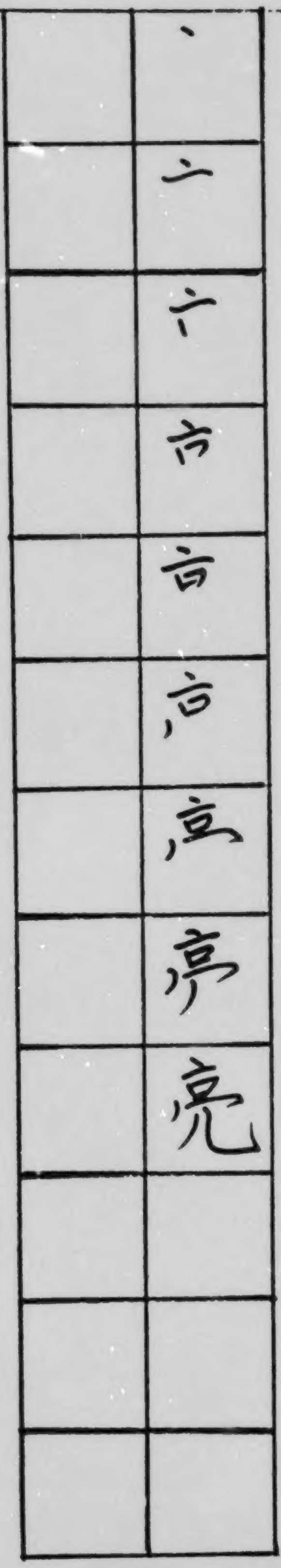
雨下完了，太陽也出来了。

今天的陽光很好。

[lɛuŋ]$_6$

亮

bright



詞語

月亮	moon
明亮	bright
天亮	dawn

句子

太陽下了山，月亮也出来了。

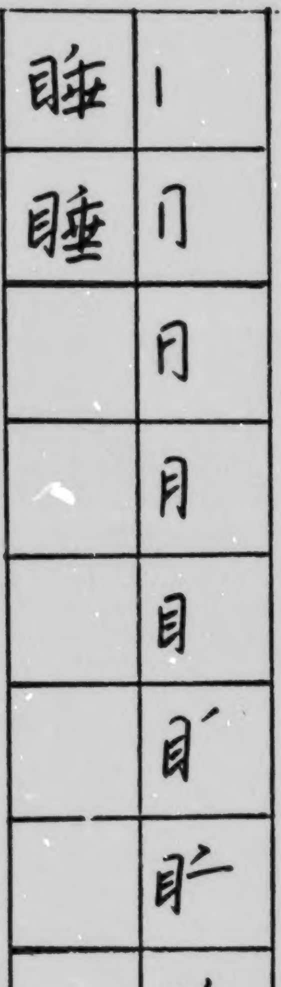
小貓的眼目很明亮，夜裏甚麼東西也看見。

天亮了，我們一同上學去。

[SUI]$_6$

睡

Sleep



詞語

詞語	
睡衣	pyjamas
小睡	nap

句子

晚上我們穿上睡衣休息。

小弟弟玩完了，要小睡。

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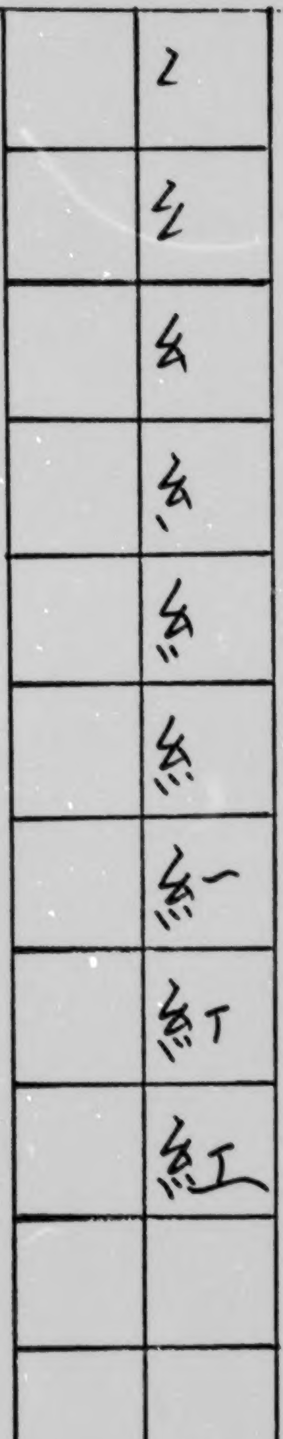
[houn]$_4$

紅

red



詞語

紅花

red flower

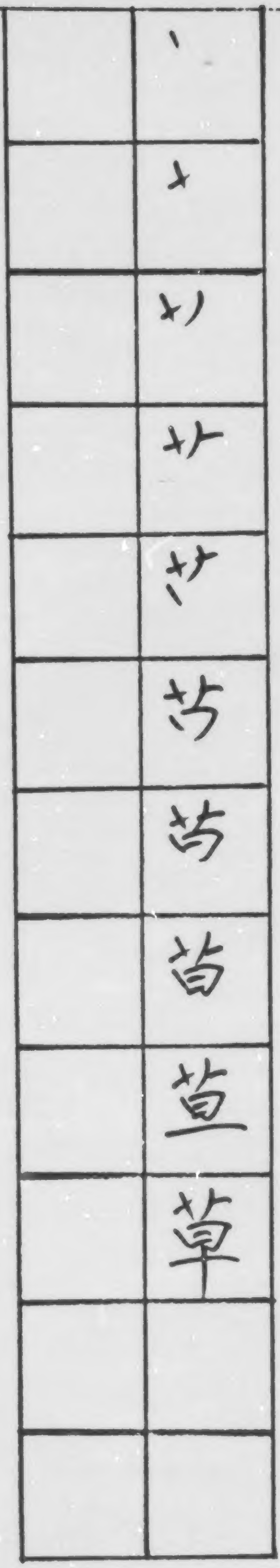
句子

那些紅花真可愛。

[čout]$_2$

草

grass



詞語

草地 lawn

吃草 eat hay

句子

我看見一隻小白兔在草地上走。

我們吃飯，牛馬吃草。

Chinese Word Attack Vocabulary, Level F
中文第六學段生字錄

I 家庭：家.庭.愛,裏,姐,歌,說,話.個.真.是.親

II 學校：校.同.讀.筆.寫,課.記.做.問.答

III 社區：開.會.賣,路.過.因.為.想.前.得.力

IV 身體：毛.隻.雙.足.對.眼,面,鼻.像.飲.拿

V 食物：飯.菜,時.常.喝,該,飽,條,打.給

VI 數學：尺,寸,比,短.千,正,方,直,法

VII 物件：枱,球.椅.拍.起.放,如,以

VIII 四季：年.季.定.候.春.夏.秋.冬.期.但.樂

IX 動物：甚.麼.鳥.飛.馬.貓.豬.音,必

X 自然界：風.雪,雨.樹.完.陽.亮.睡.紅.草

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FUNDAMENTAL SKILLS OF CHINESE WORD ATTACK

中文基本學字技巧

WORD AND PHRASE RECOGNITION AND USAGE

字詞的認識及應用

Skill Word Attack **Level** F

Subskill Word Recognition **Objective No.** CFW1

Objective Given one pretaught word and a group of words, the learner will circle the word which matches the pretaught one. 擇字

Teaching/Learning Strategy

Demonstrate on the board as follows: 圈出相同的字

例子 方 | 丈, 小, [✓ 方], 万、

Have the learners do the following activities:

1. 家 | 狗, 空, 客, 家
2. 説 | 話, 説, 訴, 言
3. 唱 | 吐, 吹, 唱, 肚
4. 個 | 個, 伯, 拍, 回
5. 愛 | 受, 裏, 愛, 又

Answers and/or Criteria

1. 家
2. 説
3. 唱
4. 個
5. 愛

The learner will select the correct word from a group of words to match the given one with 100 percent accuracy.

Textual____________________ p.____ p.____ p.____

Nontextual____________________ p.____ p.____ p.____

Reinforcement____________________ p.____ p.____ p.____

Skill Word Attack

Subskill Word Recognition

Level F

Objective No. CFW2

Objective Given one pretaught word and a group of words, the learner will circle the word which matches the pretaught one. 擇字

Teaching/Learning Strategy

Explain the objective with illustration on the board to the learners. Have the learners do the following activities.

把下列相同的字圈上：

例子：方 | 丈，小，[✓ 方]，万、

A.

1. 隻 | 足，眼，走，隻，狗
2. 雙 | 隻、對、個、快、雙
3. 鼻 | 像、手、狗、球、豆
4. 飲 | 開，眼，路，因，飲
5. 拿 | 想，拿，得，皮，快

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p.____	p.____	p.____
Nontextual ______	p.____	p.____	p.____
Reinforcement ______	p.____	p.____	p.____

B.

1. 校 | 林、交、校、短、枝
2. 做 | 做、夜、快、衣、好
3. 記 | 話、說、記、信、万、
4. 讀 | 賣、買、讀、記、話
5. 本 | 木、天、平、午、牛

C.

1. 前 | 花、朋、個、行、前
2. 會 | 今、合、吞、貪、會
3. 得 | 枚、件、很、得、慢
4. 因 | 口、因、回、田、向
5. 為 | 幼、易、麼、為、因

Answers and/or Criteria

The learner will choose the right word from a group of words with 100 percent accuracy.

Skill Word Attack **Level** F

Subskill Word Recognition **Objective No.** CFW3

Objective Given an incomplete word the learner will add the missing strokes to complete the word. 補字

Teaching/Learning Strategy

Explain to the learners that Chinese characters are composed of strokes. Each stroke in the character is essential. Any addition or subtraction of strokes from a character will either make it a different character or not a character at all.

Demonstrate with examples on the board.

小 弟弟	(小)	young (small) brother
多 小	(少)	more less

Give the following exercises to the learners.

在下列未完成的字補上缺少的筆畫

Example: 例： 小 月 友
(小、朋 友)

1. 小朋友坐在大尌下.
2. 小弟弟直可愛
3. 昜光(好
4. 學校里有𠂉生,有同𦥯
5. 我有一隻足和一丵手

Answers and/or Criteria

1. 樹
2. 真,愛
3. 陽
4. 裏,先,學
5. 雙,對

The learner will add the missing strokes to an incomplete word with 80 percent accuracy.

Reinforcement____________________________ p._____ p._____ p._____

Skill Word Attack

Subskill Word Recognition

Level F

Objective No. CFW4

Objective Given a pretaught sentence which contains a wrong word, the learner will identify and correct it.

改錯字

Teaching/Learning Strategy

Make the learners aware of the contextual meaning of each sentence as well as each individual character.

Illustrate with examples on the board. Corect the wrong word(s).

這是我心愛的哥兒 歌

Give the following exercises to the learners:

改正下列詞句的錯字

Example: 例：我很喜歡唱哥 歌

1. 我們曼曼的垂着了
2. 小貓,小豬同唱哥
3. 台上有皮求,枱下有隻豿
4. 吃曷亥小心
5. 我有一丵眼,一個臭子和一雙手

Answers and/or Criteria

1. 慢,睡
2. 歌
3. 枱,球,狗
4. 喝,該
5. 對,鼻,雙

The learner will identify the wrong word in a pretaught sentence witn 80 percent accuracy.

Textual ______	p.____	p.____	p.____
Nontextual ______	p.____	p.____	p.____
Reinforcement ______	p.____	p.____	p.____

Skill Word Attack

Subskill Phrase Recognition

Level F

Objective No. CFWS

Objective Given an incomplete sentence and different phrases, the learner will choose the right phrase to complete the sentence. 認,識短語

Teaching/Learning Strategy

Explain to the learners that they should understand the different phrases first and make choices according to the relevance of the phrase to the meaning of the sentence.

Give examples on the board. 從括號內選出適當的詞語

過馬路要(用力,小心)

Have the learners do the following activities.

1. 過馬路要小心,因為(路上,家裏)車子多.
2. 媽媽(做工作,愛我),我(也愛,讀書)她.
3. 學校裏有(行人,同學)
4. 爸爸教我用心(讀書 拍球).
5. 新年到了,大家穿(新衣,校服).

Answers and/or Criteria

Answers:
1. 路上
2. 愛我,也愛
3. 同學
4. 讀書
5. 新衣

The learner will choose the phrase to complete a given sentence with 100 percent accuracy.

Textual__________ p.____ p.____ p.____

Nontextual__________ p.____ p.____ p.____

Reinforcement__________ p.____ p.____ p.____

Skill Word Attack

Subskill Terms Formation

Level F

Objective No. CFW6

Objective Given two different groups of words, the learner will select one word. 配詞

Teaching/Learning Strategy

Show two word cards, one with the word 女, the other one with the word 人 to the learners. Explain the meaning of each word. Put the two words together to form a term 女人. Repeat the process on the board with explanations of the individual words and the new term.

女	female
人	person
女人	female person means woman

Use 男 + 人 = 男人 as another example.

Have the learners do the following activities:

把兩組的單字配詞. 例：男+人=男人

皮	親
父	課
故	球
上	路
馬	事

Answers and/or Criteria

皮球，父親，故事，上課，馬路

The learner will form a new term by combining two different words together with 100 percent accuracy.

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

Skill Word Attack

Subskill Phrase Usage

Level F

Objective No. CFW7

Objective Given two different groups of pretaught phrases, the learner will match each phrase from the two groups appropriately. 配詞

Teaching/Learning Strategy

Illustrate the following example on the board with explanation.

例：學校裏　　我也愛媽媽
媽媽很愛我　　有先生，有同學

Give the following exercises to the learners.

把下列兩組的詞語用線聯起來：

1. 因為路上　　行人多
2. 回想前人　　小心
3. 開會忙　　買賣多
4. 過路要　　車子多
5. 行人路上　　教過我

Answers and/or Criteria

1. 因為路上車子多
2. 回想前人教過我
3. 開會忙，買賣多
4. 過路要小心
5. 行人路上行人多。

The learner will match the phrases of two given groups appropriately with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p.____	p.____	p.____
Nontextual ______	p.____	p.____	p.____
Reinforcement ______	p.____	p.____	p.____

Skill Word Attack

Subskill Phrase Usage

Level F

Objective No. CFW8

Objective Given two different groups of pretaught phrases/clauses, the learner will match them appropriately.

配句

Teaching/Learning Strategy

Explain to the learners that the matched sentence must be the best possible combination within the given elements.

List the following exercise on the board.

配合詞句：試把下列詞句配合

1 家裏有爸爸 ( ) 真可愛
2 媽媽白天 ( ) 好孩子
3 妹妹是個 ( ) 親愛
4 大家真是 ( ) 教我唱歌
5 我的家庭 ( ) 好學生
6 姊姊是個 (1) 也有媽媽

Answers and/or Criteria

1. 也有媽媽
2. 教我唱歌
3. 好孩子
4. 親愛
5. 真可愛
6. 好學生

The learner will match two given group of words correctly with 100 percent accuracy.

	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p.____	p.____	p.____
Nontextual ______	p.____	p.____	p.____
Reinforcement ______	p.____	p.____	p.____

Skill Word Attack

Subskill Word Usage

Level F

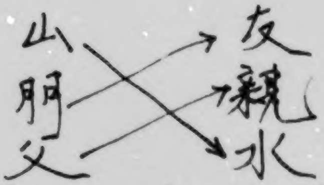
Objective No. CFW9

Objective Given two lists of pretaught words, the learner will choose one word from each list to match each other to form a compound word. 作詞

Teaching/Learning Strategy

Illustrate the following example on the board with explanation.

Example



Give the following exercises to the learners:

把下列兩組單字以線聯合作詞：

月	書
太	字
讀	歌
寫	亮
唱	陽

Answers and/or Criteria

月亮、太陽、讀書、寫字、唱歌

The learner will match the words of two given groups with 100 percent accuracy.

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Word Attack

Subskill Word Usage

Level F

Objective No. CFW10

Objective Given a pretaught word, the learner will use it to form a sentence. 單字作句

Teaching/Learning Strategy

Illustrate the following example on the board with explanation.

例: 好 小明是文山的好朋友

他的功課很好.

Have the learners make the sentence orally. Give the following exercises to the learners.

以下列的單字作句, 每字一句

1 飽
2 低
3 對
4 動
5 房
6. 讀
7. 法
8. 風
9. 放
10. 交

Answers and/or Criteria

Teacher judgment should be the criterion.

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.___	p.___	p.___
Nontextual		p.___	p.___	p.___
Reinforcement		p.___	p.___	p.___

Skill	Word Attack	**Level**	F
Subskill	Word Usage	**Objective No.**	CFW11

Objective Given a pretaught word the learner will use it to make a sentence. 單字做句

Teaching/Learning Strategy

Encourage the learners to be bold and creative. Make sentences with the following given words. 例：家 我家有山，也有水

以下列單字作成句子： Sample answer

1. 家
2. 裏
3. 是
4. 說
5. 個
6. 球
7. 椅
8. 玩
9. 學
10. 狗

Answers and/or Criteria
Teacher judgment should be the criterion.

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ____________________	p.____	p.____	p.____
Nontextual ____________________	p.____	p.____	p.____
Reinforcement ____________________	p.____	p.____	p.____

Skill Word Attack

Subskill Word Usage

Level F

Objective No. CFW12

Objective Given an incomplete sentence and a group of words the learner will choose the right word to fill in the blank to complete the sentence. 擇字

Teaching/Learning Strategy

Emphasize the importance of using the appropriate word in a sentence. Explain to the learners that they should read the sentence carefully first before trying to fill the missing word.

Give examples on the board. 例子：

哥哥很愛(舌,說)笑話

Give the following exercise to the learners.

從括號內選出適當的字

1. 他的小花狗很(可,心)愛
2. 安安是一(件,個)天(好,真)的女孩子
3. 他的父(爸,親)很愛說笑(話,花)
4. 妹妹的好朋友今天在我們(加,家)裏住
5. 先生教我(說、唱)歌

Answers and/or Criteria

1. 可
2. 個真
3. 親,說
4. 家
5. 唱

The learner will choose the right word to complete a given sentence with 80 percent accuracy.

Title

Textual________________ p.____ p.____ p.____

Nontextual________________ p.____ p.____ p.____

Reinforcement________________ p.____ p.____ p.____

Skill Word Attack

Subskill Word Usage

Level F

Objective No. CFW13

Objective Given a contextual sentence containing two words of which one should be chosen, the learner will choose the right one for the sentence. 擇字

Teaching/Learning Strategy

Illustrate the following example on the board with explanation.

從括號選出適當的字

例：弟弟很愛（古，說）笑話

1. 吃（飲，飯）前，先洗手.
2. 吃（飲，喝）該小心)
3. 吃（飯，飽）不要走
4. 客人（把，打）門來
5. 給我（閜，問）個好.

Answers and/or Criteria

1. 飯
2. 喝
3. 飽
4. 打
5. 問

The learner will choose one of the two given words in a sentence correctly with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p.____	p.____	p.____
Nontextual ______	p.____	p.____	p.____
Reinforcement ______	p.____	p.____	p.____

Skill Word Attack

Subskill Word Usage

Level F

Objective No. CFW 14

Objective Given a group of pretaught words, the learner will select the correct words to complete the puzzle.

填字

Teaching/Learning Strategy

Show the learners how to play this simple game on the board. Have volunteers come forward to fill in the blanks.

把下列的字填入適當的空格內：

個，裏

					家				
爸	爸	在	公	司	1.	買	東	西	
					只				
					有				
					三				
				每	2.	人	要	工	作
					人				

答案： 1. 裏

2. 個

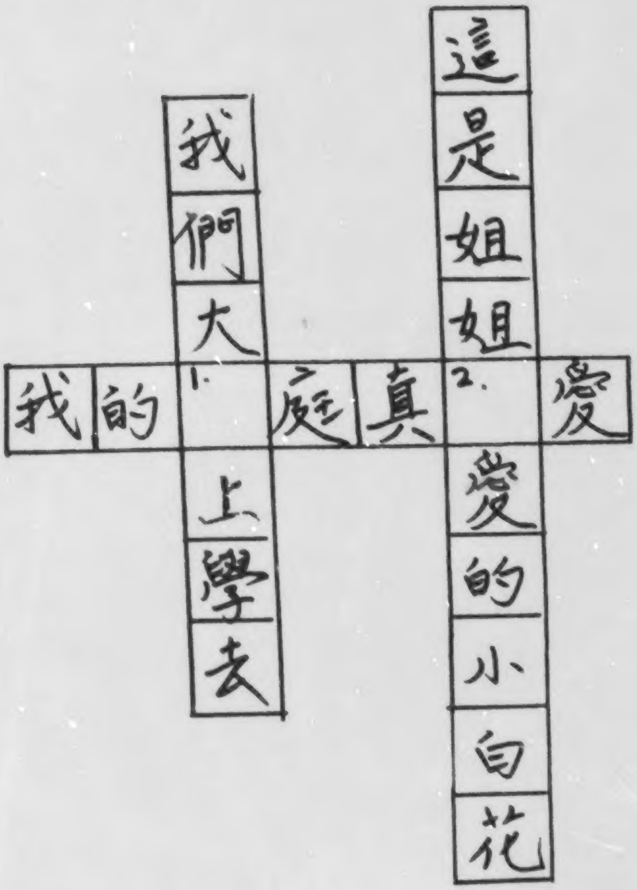
CFW14

								我				
								們				
				那				心				
			這	1	弟	弟	可	2.	的	小	花	狗
				妹				的				
				妹				母				
小	明	和	他	3.	哥	哥	很	4	愛			
				小				忙				
				兔				着				
								洗				
								衣				
								服				

把下列的字填入適當的空格内:
愛, 的, 親, 是

答案: 1.是 2.愛 3.的 4.親

CFW14



我的1.庭真2.愛

我們大1.上學去

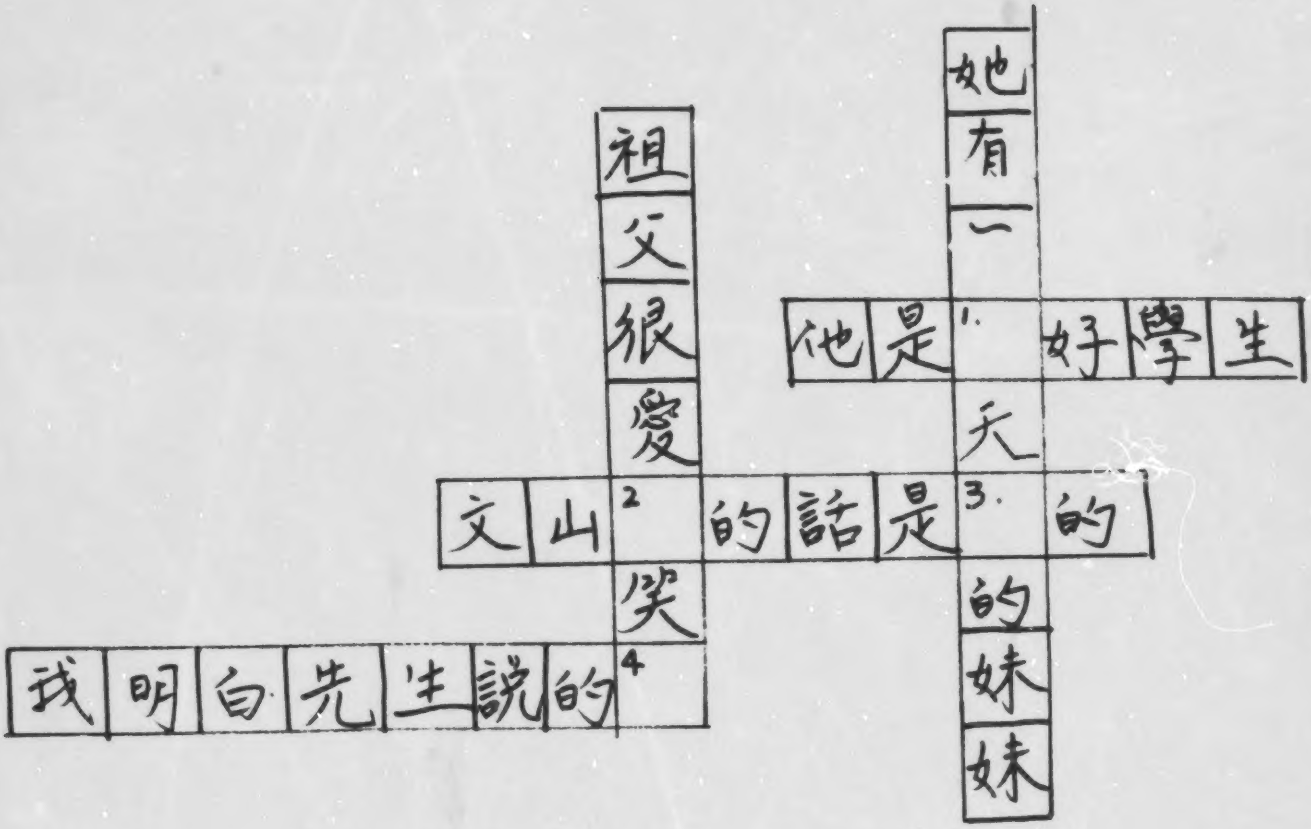
這是姐姐2.愛的小白花

從下列的字裏選出適當的字填在空格內：

說，先，高，下，可，人，家，是

答案：1. 家　2. 可

CFW14



她
有
一
祖
父
很
他
是
1.
好
學
生
愛
天
文
山
2
的
話
是
3.
的
笑
的
我
明
白
先
生
說
的
4
妹
妹

從下列字裏選出適當的字填入空格內：
家，親，穿，話，拉，早，同，真，跑，同，個

答案：1.個 2.說 3.真 4.話

Answers and/or Criteria

The learner will choose the correct words to fill in the blanks to complete the puzzles with 100 percent accuracy.

Skill Word Attack

Subskill Word Usage

Level F

Objective No. CFW15

Objective Given an incomplete sentence, the learner will fill in the blanks with appropriate words of his own.

填字

Teaching/Learning Strategy

Illustrate the following example on the board with explanation.

在下列每一句的空格填上適當的字

例子：我的妹妹很 ___ 愛 （可）

Give the following exercises to the learners.

1. 寸比尺 ___
2. 尺 ___ 寸 ___
3. 正方有直 ___
4. 學 ___ 方法多
5. 千比 ___ 多

Answers and/or Criteria

1. 短
2. 比，長
3. 角
4. 數
5. 百

The learner will fill in the blank of an incomplete sentence with his own words with 80 percent accuracy.

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p. ____	p. ____	p. ____
Nontextual ______	p. ____	p. ____	p. ____
Reinforcement ______	p. ____	p. ____	p. ____

Skill Word Attack

Subskill Word Usage

Level F

Objective No. CFW16

Objective Given an incomplete sentence, the learner will fill in the blank with an appropriate word that he has learned. 填充

Teaching/Learning Strategy

Show examples on the board. Explain to the learners that answers sometimes can be different from individual to individual .

例子：我愛吃___.（魚、，肉，生果...）

Have the learners do the following exercise.

1. ___親說我是一個好孩子。
2. 我的妹妹很___愛
3. 安安的___庭小，文山的___庭大
4. 妹妹是一個___真的孩子
5. 我愛我的___親.

Answers and/or Criteria

1. 父或母
2. 可
3. 家，家
4. 天
5. 父或母，父母

The learner will fill in the blanks with a pretaught word correctly to complete a given sentence with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.___	p.___	p.___
Nontextual		p.___	p.___	p.___
Reinforcement		p.___	p.___	p.___

Skill Word Attack

Subskill Phrase Usage

Level F

Objective No. CFW17

Objective Given an incomplete sentence, the learner will supply the necessary words to complete the sentence.

填充

Teaching/Learning Strategy

Encourage the learners to be creative.

例子：媽媽在家裏______（工作，洗衣服…）

完成下列的句子：

1. 河裏有小魚、地上有______
2. 家庭裏有______
3. 白花______
4. 今天天氣好，我們______
5. 大家來，來______

Answers and/or Criteria

Teacher judgment should be the criterion.

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

Skill Word Attack

Subskill Phrase Usage

Level F

Objective No. CFW18

Objective Given an incomplete sentence, the learner will supply the necessary words to complete the sentence

完成句子

Teaching/Learning Strategy

Explain to the learners that a simple sentence must have a subject and a predicate. Illustrate it with examples on the board.

姐姐在家裏玩,因為她(________ .

例子:(今天不用上課),(已做完功課)

Have learners come to the board to do the following exercise. Provide assistance if necessary. 完成下列的句子:

1. 一年有______ (四季)
2. 讀書要________ (用功)
3. 春________是四季(夏 秋 冬)
4. 學校裏________(同學多)
5. ________快樂 (大家很)

Give the following handouts to the learners.

完成下列的句子:

1. 我是一個________
2. 小朋友 ________
3. 一年四季是________
4. 爸爸昨天________
5. 我家的小狗________

Answers and/or Criteria

Teacher judgment should be the criterion.

Reinforcement________________________ p.____ p.____ p.____

Skill Word Attack

Subskill Word Usage

Level F

Objective No. CFW19

Objective Given words in mixed order, the learner will arrange them into proper order. 編排字的次序

Teaching/Learning Strategy

Illustrate the following example on the board with explanation.

例：家庭的我真愛可（我的家庭真可愛）

Give the following exercises to the learners.

把下列每行的字按着次序編成句子：

1. 功先我教生書讀用
2. 同學生校學先有有裏
3. 和筆我學字同寫用
4. 我家學上不好問大好
5. 好答我

Answers and/or Criteria

1. 先生教我用功讀書
2. 學校裏有先生 有同學
3. 同學和我用筆寫字
4. 大家問我上學好不好
5. 我答好

The learner will arrange a group of random words into proper sequential order with 100 percent accuracy.

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______________	p.____	p.____	p.____
Nontextual ______________	p.____	p.____	p.____
Reinforcement ______________	p.____	p.____	p.____

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Skill Word Attack

Subskill Word Usage

Level F

Objective No. CFW 20

Objective Given words in mixed order the learner will arrange them into the proper sentence. 編排次序

Teaching/Learning Strategy

Illustrate the importance and mechanics of word order on the board.

Activities: 把下列的字編成適當的次序:
例子: 家 的, 我 (我的家)
1. 家庭的我可真愛
2. 爸爸有裏家,媽媽有也,妹妹有,姐姐也有
3. 上晚我說話笑和媽媽
4. 生學姊姊是個
5. 愛家大真是親

Answers and/or criteria
1. 我的家庭真可愛 4. 姊姊是個好學生
2. 家裏有爸爸也有媽媽,有妹妹也有姊姊
3. 晚上媽媽和我說笑話 5. 大家真是親愛

The learner will arrange a given group of words in the right order with 100 percent accuracy.

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ____________________	p.____	p.____	p.____
Nontextual ____________________	p.____	p.____	p.____
Reinforcement ____________________	p.____	p.____	p.____

WORD ANALYSIS

字的分析

CALLIGRAPHY

書 法

Skill Word Attack

Subskill Word Analysis Basic Strokes

Level F

Objective No. CFW 21

Objective Given a character, the learner will identify the name of each stroke. 分析筆劃

Teaching/Learning Strategy

List the different basic strokes on the board. Give illustrations with simple characters for each different stroke.

1. 點、 「丶」→ 魚
2. 橫、 「一」→ 江
3. 直 「丨」→ 木
4. 撇 「丿」→ 父
5. 捺、 「㇏」→ 入
6. 趯 「㇀」→ 拍
7. 勾 「亅」→ 弟
8. 彎 「㇇」→ 甬

Give the following exercises to the learners.

請在字旁以數目字表示那字是八類筆劃中的那一類. 例：黑、←①

1. 人　2. 打　3. 立　4. 山
5. 水　6. 又　7. 同　8. 河

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ________________	p.____	p.____	p.____
Nontextual ________________	p.____	p.____	p.____
Reinforcement ________________	p.____	p.____	p.____

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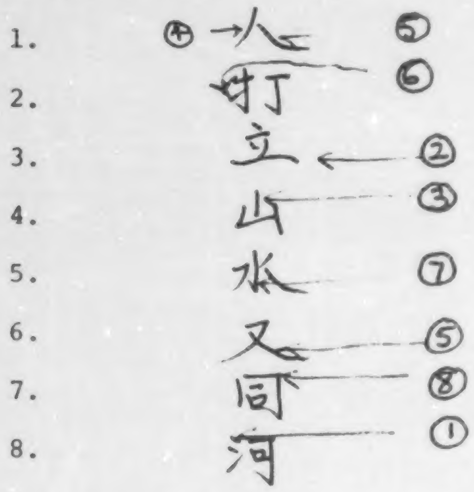
Answers and/or Criteria


1. ④ 人 ⑤
2. 打 ⑥
3. 立 ②
4. 山 ③
5. 水 ⑦
6. 又 ⑤
7. 同 ⑧
8. 河 ①

The learner will identify the kind of strokes in a character, with 80 percent accuracy.

Skill Word Attack **Level** F

Subskill Word Analysis - Order of Strokes **Objective No.** CFW22

Objective Given a simple character, the learner will copy it in the right order of strokes with explanation.
筆順

Teaching/Learning Strategy

Explain the basic principles of calligraphy to the learners with illustration of simple characters on the board.

1. 先橫後直 十
2. 從左到右 化
3. 從上到下 三
4. 從外到內 月
5. 先進入後關門 日
6. 先撇後捺 人

Have volunteers go to the board to copy the characters in the order according to the principle while the rest of the learners do the same thing on a piece of paper.

Give the following exercises to the learners.
在字旁按着筆順的次序記下筆畫的數字和註釋
例：化 從左到右

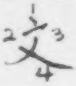
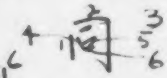
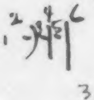
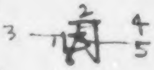
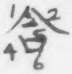
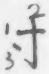
1. 文
2. 同
3. 州
4. 因
5. 合
6. 寸

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p.____	p.____	p.____
Nontextual	______	p.____	p.____	p.____
Reinforcement	______	p.____	p.____	p.____

CFW22

Answers and/or Criteria

1.  先撇後捺
2.  從外到內
3.  從左到右
4.  先進入後關門
5.  從上到下
6.  先橫後直

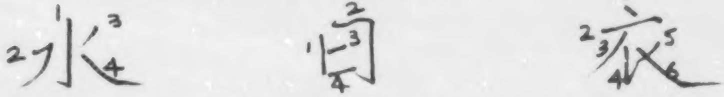
The learner will write a character according to the proper order of strokes with 80 percent accuracy.

Skill	Word Attack	**Level**	F
Subskill	Word Analysis Order of Strokes	**Objective No.**	CFW23

Objective Given a word, the learner will number the order of strokes of the word correctly. 筆順

Teaching/Learning Strategy

Illustrate the order of stokes in writing words on the board as follows:

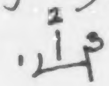


Write several more words on the board. Have volunteers number the order of strokes.

Prepare the following handouts for the learners to practice.

在字旁填上筆順次序的數字：

例：



江　　河　　吐

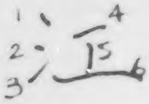
明　　枱

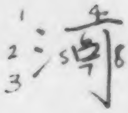
SKILL MATERIALS

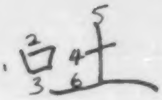
	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

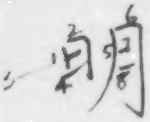
CFW23

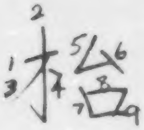
Answers and/or Criteria











The learner will write the character in the proper order of strokes with 80 percent accuracy.

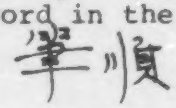
Skill Word Attack

Level F

Subskill Word Analysis Writing
Order of Strokes

Objective No. CFW24

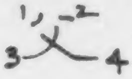
Objective Given a pretaught word (character) the learner will write the word in the right order of strokes.



Teaching/Learning Strategy

Illustrate the above examples on the board.

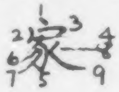
Have the learners copy the following words and number the strokes in the right order. 在字旁記下筆順 例：



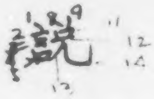
1. 家
2. 說
3. 本
4. 困
5. 個

Answers and/or criteria

1\.

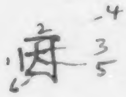


2\.

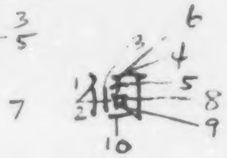


3. 本

4\.



5\.



The learner will write a given character in the proper order of strokes with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p.____	p.____	p.____
Nontextual	______	p.____	p.____	p.____
Reinforcement	______	p.____	p.____	p.____

RADICALS

部首

Skill Word Attack

Subskill Word Analysis : Radicals

Level F

Objective No. CFW25

Objective Given the radical (亻) and parts of words, the learner will combine the radical (亻) with the right parts of words to form a word.

部首

Teaching/Learning Strategy

Illustrate how the radical (亻) combines with other parts of words to form new words on the board after explaining to the learners that the radical (亻) represents the word and meaning of (人).

亻+尔 → 你

亻+白 → 伯

Have the learners complete the following exercise.

從下列行中選出單字或子、完整的字與(亻)部首配合起來. 亻+固 → 個

例：亻+ 扌，白，弟，固，定 亻+白 → 伯

1. 亻 短，定，完，古，更
2. 亻 旦，封，旱，弟，小
3. 亻 鳥，庭，開，門，木
4. 亻 象，皮，日，草，主
5. 亻 亥，花，也，氏，言

Answers and/or Criteria

1. 亻+古 → 估 ; 亻+更 → 便
2. 亻+旦 → 但
3. 亻+門 → 們 ; 亻+木 → 休
4. 亻+象 → 像 ; 亻+主 → 住
5. 亻+氏 → 低

The learner will combine the radical (亻) with an appropriate word or part of a word to form a new word with 80 percent accuracy.

Skill Word Attack

Subskill Word Analysis - Radicals

Level F

Objective No. CFW26

Objective Given the radical (口) and different words or parts of words, the learner will combine the radical (口) with an appropriate word or part of a word to form a new word.

Teaching/Learning Strategy

Explain the meaning of the radical (口) to the learners. Point out that any word which contains the radical (口) has something to do with the mouth.

Illustrate the combination of the radical (口) with other words or parts of words on the board.

口+乞 → 吃 口+ㄐ → 叫

Give the following exercises to the learners:

從下列行中選出單字或不完整的字與(口)部首配合起來.

例: 口+ 木,開,青,[✓ ㄐ],正 口+ㄐ → 叫

1. 口 + 白,欠,木,反,守
2. 口 + 完,土,果,羑,月
3. 口 + 花,日,寺,是,昌
4. 口 + 白,曷,家,免,何
5. 口 + 弟,父,打,封,可

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p.____	p.____	p.____
Nontextual	______	p.____	p.____	p.____
Reinforcement	______	p.____	p.____	p.____

CFW26

Answers and/or Criteria

1. 口 + 欠 → 吹
2. 口 + 土 → 吐
3. 口 + 高 → 嗃
4. 口 + 曷 → 喝
5. 口 + 寸 → 吋

The learner will combine the radical (口) with an appropriate word or part of a word to form a new word with 80 percent accuracy.

Skill Word Attack

Subskill Word Analysis - Radicals

Level F

Objective No. CFW27

Objective Given the radical (木) and different words or parts of words, the learner will combine the radical (木) with the appropriate word or part of a word to form a new word. 部首

Teaching/Learning Strategy

Explain the meaning of the radical (木) to the learners. Point out that any word which includes the radical (木) has something to with wood (木).

Illustrate the combination of the radical with other words or parts of words on the board.

木 + 木 → 林   木 + 不 → 杯

Give the following exercises to the learners.

從下列行中選出單字或不完整的字與(木)部首配合起來:

例: 木 + 台, 吞, 門, 完   木 + 台 → 枱

1. 木 + 也, 青, 舌, 言, 奇
2. 木 + 旨, 完, 星, 賣, 反
3. 木 + 土, 支, 花, 草, 人
4. 木 + 家, 客, 打, 對, 禾
5. 木 + 包, 尼, 欠, 交, 左

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____	p.____	p.____	p.____
Nontextual	____	p.____	p.____	p.____
Reinforcement	____	p.____	p.____	p.____

CFW 27

Answers and/or Criteria

1. 木 + 奇 → 椅
2. 木 + 反 → 板
3. 木 + 支 → 枝
4. 木 + 尌 → 樹
5. 木 + 交 → 校

The learner will combine the radical (木) with the appropriate word or part of a word to form a new word with 80 percent accuracy.

Skill Word Attack

Subskill Word Analysis - Radicals

Level F

Objective No. CFW 28

Objective Given the radical (氵) and different words or parts of words, the learner will combine the radical (氵) with an appropriate word or part of a word to form a new word.

Teaching/Learning Strategy

Explain the meaning of the radical (氵) to the learners. Point out that any word which includes the radical (氵) has something to do with water (水).

Illustrate the combination of the radical (氵) with other words or parts of words on the board.

氵+工 → 江   氵+ 可 → 河

Give the following exercises to the learners.

從下列行中選出單字或不完整的字與(氵)部首配合起來.

例: 氵+ 過, 馬, 為, 母, ㊀工 氵+工→江

1. 氵+ 隻, 直, 書, 文, 尼
2. 氵+ 寺, 故, 也, 哥, 女
3. 氵+ 是, 先, 殳, 尺, 夏
4. 氵+ 去, 馬, 鳥, 走, 冬
5. 氵+ 雪, 亮, 十, 菜, 皮

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p.____	p.____	p.____
Nontextual	____________	p.____	p.____	p.____
Reinforcement	____________	p.____	p.____	p.____

CFW28

Answers and/or Criteria

1. 氵 + 尼 → 泥
2. 氵 + 也 → 池
3. 氵 + 先 → 洗
4. 氵 + 去 → 法
5. 氵 + 十 → 汁

The learner will combine the radical (氵) with an appropriate word or part of a word to form a new word with 80 percent accuracy.

Skill Word Attack

Subskill Word Analysis - Radicals

Level F

Objective No. CFW29

Objective Given the radical (扌) and different words or parts of words, the learner will combine the radical (扌) with an appropriate word or part of a word to form a new word.

Teaching/Learning Strategy

Explain the meaning of the radical (扌) to the learners. Point out that any word which contains the radical (扌) has something to do with the hand (手).

Illustrate the combination of the radical (扌) with other words or parts of words on the board.

扌 + 丁 ⟶ 打　　扌 + 白 ⟶ 拍

Give the following exercises to the learners.

從下列行中選出單字或子、完整的字與(扌)部首配合起來.

例：扌 + 　木,青,守,(丁),了　　扌+ 丁 → 打

1. 扌 + 　方,亥,隻,奚,支
2. 扌 + 　旨,音,者,風,北
3. 扌 + 　南,立,陽,完,飛
4. 扌 + 　鳥,雨,草,包,尺
5. 扌 + 　青,巴,前,本,朱

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p.______	p.______	p.______
Nontextual ______	p.______	p.______	p.______
Reinforcement ______	p.______	p.______	p.______

CFW29

Answers and/or Criteria

1. 扌 + 支 → 技
2. 扌 + 旨 → 指
3. 扌 + 立 → 拉
4. 扌 + 包 → 抱
5. 扌 + 巴 → 把

The learner will combine the radical (扌) with an appropriate word or part of a word to form a new word with 80 percent accuracy.

Skill Word Attack

Subskill Word Analysis - Radicals

Level F

Objective No. CFW30

Objective Given the radical (言) and different words or parts of words, the learner will combine the radical with an appropriate word or part of a word to form a new word.

Teaching/Learning Strategy

Explain the meaning of the radical (言) to the learners. Point out that any word which contains this radical has something to do with speech.

Illustrate the combination of the radical (言) with other words or parts of words on the board.

言 + 兑 ⟶ 説

言 + 舌 ⟶ 話

Give the following exercises to the learners.

從下列行中選出單字或不完整的字與（言）部首配合起來

例： 言 + 千，目，(兑)，隻，為

言 + 兑 ⟶ 説

SKILL MATERIALS

Title	**Teacher's Edition**	**Learner's Edition**	**Workbook**
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

CFW 30

1. 言 + 斥, 今, 白, 比, 常
2. 言 + 買, 答, 亥, 本, 弟
3. 言 + 愛, 果, 面, 春, 馬
4. 言 + 苗, 心, 垂, 草, 賣
5. 言 + 火, 象, 力, 己, 导

Answers and/or Criteria

1. 言 + 斥 ⟶ 訴
2. 言 + 亥 ⟶ 該
3. 言 + 果 ⟶ 課
4. 言 + 賣 ⟶ 讀
5. 言 + 己 ⟶ 記

The learner will combine the radical (言) with an appropriate word or part of a word to form a new word with 80 percent accuracy.

WORD FORMATION

字的形成

Skill Word Attack

Subskill Word Formation - Imitative Drafts

Level F

Objective No. CFW 31

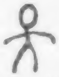
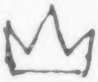
Objective Given pictograms, the learner will be able to convert them into words (characters).

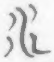
像形文字

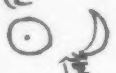
Teaching/Learning Strategy

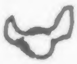
Explain word formation by imitative drafts on the chalkboard.

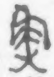
Activities:

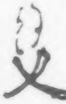
Sample:  上  = 人上山

1 山上有

2 天上有

3 我家有一隻

4 我愛吃

5 媽媽和我坐車

Answers and/or Criteria

1. 水
2. 日，月
3. 牛
4. 魚
5. 火

The learner will be able to convert pictograms into characters with 80 percent accuracy.

Nontextual_____________________________ p._____ p._____ p._____

Reinforcement___________________________ p._____ p._____ p._____

Skill Word Attack **Level** F

Subskill Word Formation - Logical Aggregates **Objective No.** CFW32

Objective Given a group of words, the learner will identify the ones that are logically aggregated. 會意

Teaching/Learning Strategy

Illustrate the following words derived from logical aggregates on the board.

女 + 子 ⟶ 好 日 + 月 ⟶ 明
田 + 力 ⟶ 男 言 + 舌 ⟶ 話
木 + 木 ⟶ 林

Give the following exercise to the learners.

把下列每行的會意字圈出來. 例: 明, 正, 大, 工

1. 妙, 飯, 河, 枝, 肚
2. 奶, 功, 同, 困, 想,
3. 是, 真, 中, 像, 飽
4. 飯, 尖, 冬, 鳥, 心
5. 雨, 日, 拿, 風, 完

Other complexes of words derived from logical aggregates:

晚, 努, 信, 甜, 坐, 森

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p.____	p.____	p.____
Nontextual ______	p.____	p.____	p.____
Reinforcement ______	p.____	p.____	p.____

Answers and/or Criteria

CFW32

1. 妙
2. 功
3. 中
4. 尖
5. 拿

The learner will identify the characters that are aggregated logically with 80 percent accuracy.

Skill Word Attack

Subskill Word Formation - Phonetic Complexes

Level F

Objective No. C F W 33

Objective Given a group of words, the learner will identify the ones that are made up of phonetic symbols.

會音（形聲）

Teaching/Learning Strategy

Illustrate the formation of the following words (characters) on the board.

艹 + 化 → 花
艹 + 早 → 草
月 + 土 → 肚
口 + 土 → 吐
氵 + 由 → 油
氵 + 可 → 河

Give the following exercise to the learners.

把下列每行的會音字圈出來：

例：明，三，[✓ 花]，[✓ 把]，[✓ 歌]

1. 技，人，大，成，父
2. 肚，花，跑，兒，地
3. 唱，球，有，明，奶
4. 拉，多，功，雪，拍
5. 江，快，飯，河，鳥

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

CFW 33

Other examples of words derived from phonetic complexes:

指. 枱, 把, 拉, 功, 飽. 拘, 帆, 物, 記
近, 伯, 帕, 板, 爸. 房, 忙, 期, 課, 江

Answers and/or Criteria

1. 枝
2. 肚. 花, 跑
3. 唱, 球, 奶
4. 拉. 功, 拍
5. 江, 餃, 河

The learner will identify the words that are made up of phonetic symbols with 80 percent accuracy.

Skill Word Attack

Subskill Word Formation - Indicative Symbols

Level F

Objective No. CFW34

Objective Given a group of words, the learner will identify those of indicative symbols. 指事

Teaching/Learning Strategy

Illustrate the following words derived from indicative symbols on the board.

一		one (stroke)
二	→ 一 + 一	two (strokes)
三	→ 一 + 一 + 一	three (strokes)
中	→ 口 + 丨	(in between the mouth) in the middle
上		up (above the horizontal plane)
下		down (below the horizontal plane)

圈出下到以「指事」方法構成的字

1. 一, 抬, 凍, 水, 三
2. 中, 扛, 把, 椅, 冷
3. 上, 林, 森, 山, 日
4. 月, 明, 枱, 下, 河
5. 海, 男, 三, 大, 江

Title	Teacher's Edition	Learner's Edition	Workbook
Textual______	p.____	p.____	p.____
Nontextual______	p.____	p.____	p.____
Reinforcement______	p.____	p.____	p.____

CFW34

Answers and/or Criteria

1. 一, 三
2. 中
3. 上
4. 下
5. 三, 大

The learner will identify the characters derived from indicative symbols with 80 percent accuracy.

Skill Word Attack **Level** F

Subskill Word Formation
Same Word, Different Pronunciations, Different Meanings **Objective No.** CFW35

Objective Given a word whose pronunciations and meanings vary when combined with different words, the learner will choose the right words from a group of words.
同字,異音,異意,

Example

長 媽,字,短,牛,校
長短,校長

Teaching/Learning Strategy

Illustrate the above example on the board.

Give the following exercise to the learners.

從列字中圈出與左面單字併合形成同字,異言,異意,的詞語

1. 馬 虎,校,完,手,校
2. 車 但,年,路,子,舟
3. 更 如,起,衣,法,加

4. 說 大,說,方,話,服
5. 樂 枱,飲,快,音,愛

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

CFW35

Answers and/or Criteria

1. 馬兒，馬虎
2. 車子，舟車
3. 更衣，更加
4. 說話，說服
5. 快樂，音樂

The learner will match a character with variable pronunciations and meanings with appropriate characters chosen from a given group to form specific terms with 80 percent accuracy.

LEVEL F SUPPLEMENTS

OJECTIVES COMMON TO ENGLISH AND CHINESE

第六學段輔助教材

COMPREHENSION

理解

Skill Comprehension **Level** F

Subskill Literal Comprehension· Details **Objective No.** FC 3

Objective Given a set of questions and a set of related possible answers, the learner will match the questions and answers correctly.

Teaching/Learning Strategy

Prepare the following questions and answers. Have the learner select the appropriate answer.

1. 消防員需要什麼？
   a.糖 b.水龍軟管 c.狗
2. 下雨時你需要什麼？
   a.蘋果 b.雨傘 c.筆
3. 汽車需要什麼才能走動？
   a.汽油 b.斧子 c.空氣

Answers and/or Criteria
1. b
2. b
3. a

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________	p.____	p.____	p.____
Nontextual	______________________	p.____	p.____	p.____
Reinforcement	______________________	p.____	p.____	p.____

Skill Comprehension **Level** F

Subskill Critical Reading: Inference **Objective No.** FC12

閱讀批評：推論

Objective Given a selection, the learner will underline the phrases that are examples of connotations(涵義-隱意)

Teaching/Learning Strategy

Introduce the term connotation. Give several examples of connotative meaning such as the following. Discuss these words or phrases with the learner. Lead the learner to discover that connotations are meanings implied or added to the dictionary definition.

1. 他衝到街上去。
2. 警察在查考線索。
3. 那人大喝一聲：「停止！」
4. 瑪利如騰雲駕霧，飄飄欲仙。

In the first sentence, underline the word dashed. Elicit its meaning from the learner. Point out the difference between the dictionary meaning and the meaning in this sentence. Direct the learner to identify the connotative expression in the other sentences and orally give the implied meaning of each.

Direct the learner to silently read a selection such as the following or one from the basal series. Encourage the learner to identify use content clues to help determine the connotative meaning. Have the learner silently read the selection, underline examples of connotations, and justify his answers.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p.____	p.____	p.____
Nontextual ______	p.____	p.____	p.____
Reinforcement ______	p.____	p.____	p.____

FC 12

Discuss the answers with several learners.

文山今天想，早些回校去，他飛奔回家，狼吞虎嚥地吃午餐。母親對他說：「不要吃得這麼匆忙。」他吃完午餐後，便即飛奔離家，砰然、關上門，當他趕到街上的時候，孩子們剛剛開始賽球。

Answers and/or Criteria

darted	急衝、飛奔
gobbled down	狼吞虎嚥
banged	砰然、關上門
shot across	飛奔橫過

The learner will underline connotative phrases in a given selection, with 100 percent accuracy.

Skill Comprehension

Level F FC15

Subskill Interpretative Comprehension: Sensory Images

Objective No. FC15

Objective Given a list of incomplete figurative expressions, the learner will complete the expressions.

Teaching/Learning Strategy

Write the following incomplete expressions on the chalkboard. Have the learner complete the expressions and tell what each one means. (This skill in Chinese should be developed in upper levels.)

1. 形容哭泣厲害（聲嘶＿ ＿）
2. 形容大雨（傾盤＿ ＿）
3. 形容記憶力强（過目＿ ＿）
4. 形容她的食慾，大過自己肚子的容量（眼闊＿ ＿）
5. 形容他們常在一起（秤不、＿ ＿）

Answers and/or Criteria

1. 淚盡 2. 大雨 3. 不忘、
5. 離錘（離鉈－廣東俗語）4. 肚窄

The learner will complete given expressions and tell what each one means with 80 percent accuracy.

Skill Comprehension

Subskill Critical Reading: Outcomes

Level F

Objective No. FC 22

Objective Given the first two lines of a paragraph the learner will supply his own ending.

Teaching/Learning Strategy

Give the learner the first two lines of a paragraph such as the following. Have the learner supply his own ending.

一天黃昏的時候，小明正在街上散步，在街角上發現一個包裝像禮物的大盒子。

Answers and/or Criteria

Answers will vary; teacher judgment will be the criterion. Given the first two lines of a paragraph, the learner will complete the paragraph.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.______	p.______	p.______
Nontextual		p.______	p.______	p.______
Reinforcement		p.______	p.______	p.______

Skill Comprehension

Subskill Critical Reading: Judgment

Level F

Objective No. FC 30

Objective Given a set of questions whose answers require judgments (判決性答題), the learner will respond by circling the correct yes or no answers.

Teaching/Learning Strategy

Present the following questions on a work sheet. Have the learner respond by circling the correct yes or no answers.

1. 當地上蓋滿了冰雪時，行走是否利便？ 是 非
2. 天空有雲是否必有雨降？ 是 非
3. 是否所有的人都要於下午六時吃晚餐？ 是 非
4. 炸薯片是否鹹的？ 是 非
5. 是否所有的椅子都是用木造的？ 是 非

Answers and/or Criteria

Answer: 1. Yes 是 2. No 非 3. No 非
4. Yes 是 5. No 非 6. No 非

The learner will respond to a set of questions that elicit judgments by circling yes or no with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p._____	p._____	p._____
Nontextual		p._____	p._____	p._____
Reinforcement		p._____	p._____	p._____

Skill Comprehension

Subskill Critical Reading: Judgment

Level F

Objective No. FC 31

Objective Given a paragraph and several questions that ask why, the learner will give a logical answer to each question and justify his response.

Teaching/Learning Strategy

Present the following or a selected paragraph on a work sheet. Direct the learner to read the paragraph, answer the questions, and be prepared to give a logical justification for his answers. The answer may be given orally.

小明想參加學校的足球隊，可是他需要五元買球鞋。於是他替隣舍洗車、割草、掃樹葉和照顧幼童賺錢。他把賺到的金錢儲蓄起來，作購買球鞋之用

1. 為什麼小明需要一對球鞋？
2. 他為什麼要替隣舍工作？
3. 他作些什麼工作？
4. 為什麼他不把賺到的金錢去買零食？

Answers and/or Criteria

1. 因為他想參加學校的足球隊.
2. 因為他想賺錢
3. (他)洗車割草，掃葉和照顧幼童
4. 因為他想儲錢買球鞋

The learner will respond to a given paragraph by answering several "why" questions, giving a logical answer to each question, and justifying his answers with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

Skill Comprehension **Level** F

Subskill Critical Reading: Fact and Fantasy **Objective No.** FC34

Objective Given a selection, the learner will state four ideas that are likely to be true and four that are not likely to be true.

Teaching/Learning Strategy

Give the following selection to the learner. Have the learner state four ideas that are likely to be true and four ideas that are not likely to be true.

1. 飛機是人類最快的交通工具之一
2. 飛機像船一般慢
3. 大的飛機很重
4. 一隻手可以拿起一隻船
5. 一天有一輛飛機駛到文山的屋前
6. 文山進入飛機駛到街上去。
7. 在街上的行人都隨着文山跑
8. 那時有一輛飛機從頭上飛過
9. 它飛得很快。 10. 飛機比聲音快（有些飛機）

Answers and/or Criteria

True 1, 3, 8, 10

Not True 2, 4, 5, 6

The learner will state from a given set four ideas that are likely to be true and four ideas that are not likely to be true, with 80 percent accuracy.

Textual__________ p.____ p.____ p.____

Nontextual__________ p.____ p.____ p.____

Reinforcement__________ p.____ p.____ p.____

STUDY SKILLS

學習技巧

Skill Study Skills

Level F

Subskill Identification: Parts of a Book

Objective No. FS 3

Objective Given a table of contents, the learner will identify story subtitles.

Teaching/Learning Strategy

Review the format of tables of contents in the reader. Discuss the information given in the contents by asking leading questions: "What is the title of the story that begins on page 3? What page contains a poem? Which title tells about animals?" Read and explain the subtitles of each section. Explain that story titles are subtitles for main parts. Distribute an exercise similar to the following:

目錄

在學校的朋友	2	寵物的趣味	18
明光與石文	3	金黃在那裏	19
母親說是	10	迷失的狗	23
預備博覽會	14	子明與他的龜	27

1. 我們的書有多少部份？____
2. 第一部份(題目)是關於____
3. 這部份共有多少個故事？____
4. 我們讀本的第二部份是關於____
5. 這部份共有多少個故事？____
6. 明光與石文的故事是從___頁開始
7. 什麼故事是從第二十三頁開始？____
8. 這本書共分多少部(類)？____
每部有___個故事

FS 3

Answers and/or Criteria

1. 兩部份
2. 在學校的朋友
3. 三個故事
4. 寵物的趣味
5. 三個故事
6. 第三頁
7. 迷失的狗
8. 兩部份，三個故事

The learner will identify story subtitles in a table with 100 percent accuracy.

Skill Study Skills

Subskill Identification: Parts of a Book

Level F

Objective No FS 5

Objective Given a table of contents, the learner will explain the term chapter.

Teaching/Learning Strategy

Distribute a subject area text having a table of contents showing chapters. Write the word chapter on the chalkboard. Pronounce the word and explain the book is divided into sections, or chapters, because each chapter is about a certain part of a story. Have the learners answer questions regarding the particular book they are viewing. An example of these questions follows:

1. 從第八頁開始那一章題目是什麼？
2. 從第十七頁開始那一章的題目是什麼？
3. 這本書共有多少章？______________
4. 一本書被分為若干章因為______________

Answers and/or Criteria

Answers to questions 1, 2, and 3 will depend on the book used.
4. The book contains information about certain stories, subjects, or parts. Each of these parts of stories is called a chapter.

The learners will explain the term chapter as found in a table of contents, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

Skill Study Skills

Subskill Identification: Sequence

Level F

Objective No. FS 17

Objective Given a scrambled series of paragraphs the learner will arrange them in correct sequence.

Teaching/Learning Strategy

Read an experience story, a short story, or a news article with the group. Prepare copies of the paragraphs out of sequence. Have the learners read the paragraphs as written on the board, transparency, or work sheet, and write or number the paragraphs in correct order.

As an extension of this activity, compose a story consisting of three paragraphs out of sequence. Distribute copies of this story to the learners and have them read the paragraphs as given and number them in correct order.

(1) 湯文與沈明有了新的腳踏車，他們很是興奮，急於要騎上腳踏車。正當他們離開後院的時候，母親正要警告他們要小心和不可到遠處去。

(2) 真是有趣！他們騎着車互相搖手及微笑。正當他們停在轉了紅色訊號的交通燈前，向四週觀看的時候，發覺環境十分陌生，他們的笑容立即消失了，因為他們已迷失了！

(3) 他們因為急於離開而聽不見母親的警告，一剎那間便騎車到了街角，繼續前進，一路上清風撲面，不久便過了學校，電油站，甚至圖書館。

FS 17

Answers and/or Criteria

Answers: (1) (3) (2)

Learners will arrange paragraphs in correct sequence with 100 percent accuracy.

Skill Study Skills

Subskill Location: Globe

Level F

Objective No. FS 24

Objective Given a globe, the learners will locate places being studied in content areas.

Teaching/Learning Strategy

Review concepts about the globe. Have the learners complete sentences written on the board or in the worksheet.

1. 地球儀是(圓)的好像地球一樣.
2. 地球儀顯示陸地和海洋真正的(形狀)和(大小)
3. 我們用地球儀來找出(地方)和(方向)

Show places being studied in social studies on the globe as they are introduced and taught. Designate learners to locate these places on the globe and note where they are located in relation to Chicago.

Places being located may include--

Europe Los Angeles, California Puerto Rico Canada

Detroit, Michigan Sao Paulo, Brazil Rome, Italy

Lake Michigan, Atlantic Ocean, Pacific Ocean

Answers and/or Criteria

The learner will locate the given places on a globe with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p.____	p.____	p.____
Nontextual	______	p.____	p.____	p.____
Reinforcement	______	p.____	p.____	p.____

LITERATURE

文學欣賞

Skill Literature

Subskill Poetry: Rhyme

Level F

Objective No. FL 4

Objective Given a poem orally, the learner will supply the omitted rhyming lines.

Teaching/Learning Strategy

Suggested poem: Good Friends 好朋友

Read the poem aloud, emphasizing the rhyming lines. Read the poem again. Omitting the rhyming words and encourage the learners to supply them, as a group and individually.

好朋友

你也有，我也有，
兩個好朋友，
每天不離我的左右；
無論什麼工作都做到
你猜他是誰？
就是偉大的手。

Answers and/or Criteria

After hearing a poem several times, the learner will supply at least one omitted rhyming line as the poem is read aloud.

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

Skill Literature

Subskill Poetry: Sensory Language

Level F

Objective No. FL 8

Objective Given a poem orally, the learner will name the colors described.

Teaching/Learning Strategy

Suggested poem: "The Scenery of Four Seasons"

四季的景色

Say, "I am going to read a poem about seasons. Close your eyes and listen for the word pictures."

Read the following poem aloud.

春天百花紅　秋天落葉黃，
夏天青草綠　冬天雪花白

Encourage learners to name more things of different colors.

Invite learners to illustrate the poem.

Answers and/or Criteria

紅花，綠草，黃葉，白雪

After hearing a poem, the learner will identify at least three colors mentioned, and name the object or objects they describe.

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p.____	p.____	p.____
Nontextual	______	p.____	p.____	p.____
Reinforcement	______	p.____	p.____	p.____

Skill Literature

Level F

Subskill Poetry: Sensory Language

Objective No. FL 9

Objective Given a poem orally, the learner will identify the sounds described.

Teaching/Learning Strategy

Suggested poem: "The Cat Catches the Rat" 貓捕鼠

老鼠出来了，吱吱叫；
花貓聽見了，咪咪叫；
老鼠進洞了，
花貓看見了，
守在洞旁不再叫。

老鼠靜靜出来了，
花貓一跳捉住了，
老鼠吱吱叫，
花貓咪咪笑。

Read the poem aloud. Ask, "What are the sound words you heard?"

吱吱，咪咪

Have the learners play the parts of the cat and the rat.

Answers and/or Criteria

After hearing a poem rich in sound imagery, the learner will identify at least two sounds described.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual		p.____	p.____	p.____
Reinforcement		p.____	p.____	p.____

Skill Literature

Subskill Poetry - Mood

Level F

Objective No. F1 13

Objective Given a poem, the learner will illustrate it, emphasizing the mood.

Teaching/Learning Strategy

Suggested poem: "The Sparrow and the Ant" 麻雀與螞蟻

小麻雀，要造巢，
看中一棵樹，
連忙趕着去做工。

小螞蟻，樹下爬，
勸告麻雀說：
「很多樹根已通窿」

小麻雀不聽勸
巢剛造好了
風吹樹倒真悲痛

小螞蟻嘆惜說：
「我家在樹下，
應當知道樹根空」

Create a mood say, "I'm going to read you a poem about the sparrow and the ant." Close your eyes and listen for the word pictures."

Read the poem aloud. Emphasize the mood of sadness. Direct the learners to draw pictures of what's happening in the poem. Discuss the reasons for creating such mood.

Answers and/or Criteria

After hearing a poem, the learner will illustrate the poem showing at least two details that emphasize the mood.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual__________	p.____	p.____	p.____
Nontextual__________	p.____	p.____	p.____
Reinforcement__________	p.____	p.____	p.____

Skill Literature

Subskill Fiction: Characterization

Level

Objective No. FL 14

Objective Given a realistic story orally, the learner will identify the feelings of a character during an exciting episode.

Teaching/Learning Strategy

Suggested story: "The Calm Szema Kwong" 鎮靜的司馬光

一天，司馬光和幾個孩子在花園裏的石山旁玩捉迷藏，忽然，一個孩子失足跌進了石山旁的大金魚缸。孩子們都驚慌地逃跑了，只有孩子司馬光一點也不慌，立即拿石打破缸，水從缸中流出來，那孩子也被救了出缸

Read the story aloud. Give illustrations as the reading progresses. Discuss the story. Encourage learners to relate their own experiences and tell about events that were exciting. Ask questions such as the following:

1. 孩子們為什麼驚慌地逃跑？
2. 司馬光為什麼不逃跑？
3. 那孩子如何被救出缸？
4. 假如當時你是其中的一個孩子，你會怎麼做？

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p._____	p._____	p._____
Nontextual		p._____	p._____	p._____
Reinforcement		p._____	p._____	p._____

FL 14

Answers and/or Criteria

Answers

1. 因為有一個孩子失足跌進了金魚缸。
2. 因為他不驚慌並要救那個孩子。
3. 司馬光用石子打破缸
4. (每個人的答案可能不一樣)

After hearing a story, the learner will identify at least one emotion felt by a character during an exciting episode.

Skill Literature

Subskill Poetry: Narrative Element

Level F

Objective No. FL 15

Objective Given two poems orally, the learner will identify one as a story poem.

Teaching/Learning Strategy

Suggested poems. "The Calm Szema Kwong" 鎮靜的司馬光

花園裏，石山旁，
多個孩子捉迷藏。
不小心，太匆忙，
一個孩子跌進缸，
孩子們甚驚慌。

只有孩子司馬光，
既聰明，膽又壯，
忙拿大石打破缸。
園地上水汪汪，
孩子被救了出缸。

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p._____	p._____	p._____
Nontextual	p._____	p._____	p._____
Reinforcement	p._____	p._____	p._____

FL15

"Winter" 冬天

北風呼呼叫
大雪紛紛飛
可憐窮人們
身寒肚又飢

野地花草謝
路旁樹蔭稀
還向四週望
情景確傷悲

Read "The Calm Szema Kwong" aloud. Emphasize the behavior of the children when the accident happened. Guide learners to dramatize the story, portraying the moods between Szema Kwong and the other children.

Read "Winter." Explain the meanings of each line describing a winter scene. Discuss winter here with the learners. Emphasize that this poem paints a picture but does not tell a story with one happening following another.

Direct learners to draw a picture for the poem that tells a story.

Answers and/or Criteria

After hearing two poems, one a lyric and one a narrative poem, the learner will identify the story poem.

Skill	Literature	**Level**	
Subskill	Folklore: Plot	**Objective No.**	FL 16

Objective Given a folk tale orally, the learner will arrange four sentences describing the action in proper sequence.

Teaching/Learning Strategy

Suggested folk tale "Man Yin Bok" 文彥博

文彥博幼時和朋友在後園踢球。忽然，球兒滾進樹洞去了。樹洞很深，大家都想不出辦法把皮球拿出來。文彥博馬上找來一桶水，把水灌入洞裏，不久，皮球便隨着水浮出來了。

Read the story to the class. Show the picture on an opaque projector. Encourage learners to retell the story.

Prepare four large cardboard strips with a sentence on each strip. Each sentence helps to carry the story line. Arrange the strips in random order. Ask for volunteers to place the strips in the proper sequence.

Distribute ditto sheets with sentences out of sequence. Direct learners to number them to show correct sequence.

As an enrichment activity, encourage learners to write an original tale about one animal outwitting another.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual	現代國語二年級上學期	p. 50	p.____	p.____
	現代教育研究社編印	p.____	p.____	p.____

FL 16

Answers and/or Criteria

After hearing a folk tale the learner will arrange a series of four sentences carrying the story line in correct sequence with 100 percent accuracy.

Skill Literature

Subskill Fiction: Characterization

Level F

Objective No. FL 17

Objective Given a realistic story, the learner will identify two character traits of the main character and give reasons for selection.

Teaching/Learning Strategy

Suggested story "A Dime" 一角銀幣（一毫子）

早晨，小強和小明，穿過操場，到課室去。「一毫子，是誰丟的？」小明拾了起來。小強對小明說：「這毫子給我好嗎？加上我自己的一毫子，正好夠買本圖書。」

「不，老師不是說過：小朋友不可貪心？這一毫子又不是我的，怎能拿去買書？」

「只一毫子嘛，你我是好朋友還不幫個忙？我買了圖書，還不是大家一起看？」

「不行！老師常常說：「小缺點不改，會成大錯誤的！」我們不應該貪心！」小明懇切地望着小強。

小強臉上火辣辣的說：「我錯了！我們把錢交給老師吧。」

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p._____	p._____	p._____
Nontextual	最新現代國語 二下	p. 16	p._____	p._____
	香港上海書局	p._____	p._____	p._____

FL17

Read the story aloud to the class. Discuss the meanings of greedy and honesty with the learners.

Ask the learners to describe the character of 小強 and 小明

Ask the learners which person they would like to be, and why. (Give two reasons.)

Answers and/or Criteria

After hearing a story, the learner will identify two character traits of the main character and give reasons for selection.

Skill Literature

Level F

Subskill Fiction: Realism and Fantasy

Objective No. FL 18

Objective Given a realistic story, the learner will retell the story orally, change the ending, and introduce fantasy.

Teaching/Learning Strategy

Suggested story "We Have Escaped from Danger" 我們已脫險了

海裏有一隻小漁船，漁夫們正在打魚，忽然，風浪起來了。

老漁夫對夥伴們說：「兄弟們，大風浪來了，趕快收起風帆，把舵的用力把舵，搖櫓的用力搖櫓，划槳的用力划槳，不要害怕，冒着風浪前進！」

風浪越來越大，但是漁夫們一點也不害怕，齊心合力，冒着風浪前進，不到半天工夫，船已經到達岸邊。

老漁夫說：「兄弟們，我們已經脫險了。這是大家堅定沉着，齊心合力的好處。」

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p._____	p._____	p._____
Nontextual	最新現代國語二下	p. 44	p._____	p._____
Reinforcement	香港上海書局	p._____	p._____	p._____

Read the story aloud.

Direct learners to tell what happened in the story. Call on as many learners as possible to add events until the story has been retold. Develop an awareness that these events are "real" - that they could happen in real life.

Guide learners in thinking about a new ending for the story. Ask "What might have happened if the fishermen had lost their calmness and the storm intensified gradually?"(漁夫們慌到手忙腳亂，而風浪卻越來越大)

Encourage learners to write a new ending for the story and change it to a make-believe story.

Answers and/or Criteria

After hearing a realistic story, the learner will retell it and give it a make-believe ending.

Skill Literature **Level** F

Subskill Folklore: Story Sequence **Objective No.** Fl 19

Objective Given a folk tale, the learner will participate in a dramatization of the action using puppets.

Teaching/Learning Strategy

Suggested folktale "Szema Kwong" 司馬光
(Please refer to FL 14.)

Guide learners in arranging scenes for dramatization. Write sentences carrying the story line on the chalkboard. Assist learners in making finger puppets for dramatizing the story line.

Read the story aloud. Ask learners to play the characters (Szema Kwong, the victim, and other children.) Encourage volunteers to tell the story, using the story line as cue.

Answers and/or Criteria

After hearing a folk tale, the learner will participate in a puppet dramatization of it. Teacher judgment will determine acceptable performance.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual__________	p.____	p.____	p.____
Nontextual__________	p.____	p.____	p.____
Reinforcement__________	p.____	p.____	p.____

Skill Literature

Subskill Folklore: Fable

Level F

Objective No. FL 21

Objective Given a fable orally, the learner will choose, from three sentences, the one which best tells the meaning of the fable.

Teaching/Learning Strategy

Suggested fable: "The Hare and the Tortoise" 龜兔賽跑

有一天烏龜和白兔提議作一個比賽，請花貓和公雞同作証人。開始時，白兔跑得很快，烏龜落後了很多。白兔走了半途，回頭望望烏龜，烏龜仍是跑得很慢，白兔便想：「既然牠跑得這般慢，我可以先睡一覺，才跑也不遲呢」！於是白兔便睡着了，烏龜卻不停地繼續跑。最後白兔睡醒時，烏龜已先抵達終點。公雞宣佈烏龜勝利了。

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p.____	p.____	p.____
Nontextual ______	p.____	p.____	p.____
Reinforcement ______	p.____	p.____	p.____

Read the story aloud, allowing time to display the illustrations. Discuss the words hare and tortoise.

To assist learners in interpreting the fable, ask such questions as-

How do you think the tortoise felt as he saw the hare racing ahead?
How do you think the hare felt when he saw that he had lost the race?
What do you think he might have said to himself?

Write the following sentences on strips and place them on the chalkboard ledge.

The hare lost the race because he went the wrong way.
The tortoise won the race because he was stronger than the hare.
It is better to be slow and steady than quick and careless.

Ask learners to choose the strip that explains the meaning of the fable.

Put the three sentences on ditto sheets. Ask learners to underline the sentence that tells the correct meaning.

As an enrichment activity, invite learners to make finger puppets of the hare and the tortoise for dramatization of the fable.

Answers and/or Criteria

After hearing a fable and discussing the meaning, the learner will choose from three given sentences the one that best states the fable's meaning.

Skill Literature **Level** F

Subskill Fiction: Humor **Objective No.** FL 23

Objective Given a realistic story, the learner will identify its humorous elements.

Teaching/Learning Strategy

Suggested Story: "In through the Left Ear, Out through the Right Ear"

左耳入，右耳出

一天，媽媽和小明談話的時候發覺小明用手掩着右面的耳朵，便問他說：「小明，為什麼我對你說話的時候你總是用手掩着右面的耳朵？」小明說：「昨天老師說，我們要留心聽別人說話，不要左耳入，右耳出，所以你對我說話的時候，我要用手掩住右耳。」

媽媽聽了，大笑不已，接着她向小明解釋說：「老師是要你們留心聽別人說話，不是叫你們真的掩着耳朵！」

FL 23

Read the story aloud or have a learner (with preparation) read it aloud.

Encourage learners to identify the humorous parts of the story, and give reasons for choices.

Ask each learner to draw a picture of the part of the story he thought was the funniest.

Answers and/or Criteria

After hearing a story, the learner will identify a humorous part and tell why it is funny.

Skill Literature

Level F

Subskill Nonfiction: Distinction from Fiction

Objective No. FL 24

Objective Given an informational article, the learner will create a fantasy about the same subject.

Teaching/Learning Strategy

Suggested text: "The Moon" 月亮

月亮圓，月亮圓；
圓圓月亮天上懸。
月兒彎，月兒彎；
又像弓兒又像船。
地球圓，地球圓；
月亮環繞地球轉。
月球上，塵土多；
有火山口和山巒。
缺乏水，沒空氣；
聲音食物皆不存。
明天坐了太空船，
飛上月亮去遊玩。

FL 24

Read the story aloud.

Emphasize that this is an informational passage about the moon, which gives specific facts.

Direct the learners to make a list or chart of the things they learned about the moon from the passage. Examples follow.
The moon travels around the earth.
The surface of the moon has dust, mountains, and craters.
There is no water, food, air, or sound on the moon.

Lead the class in a discussion of the way a make-believe story about the moon could be written.

Ask learners "What real things could be changed to put people and other living things on the moon? What magical people might live there? What magical happenings could take place?" Write suggestions on the chalkboard and assist in creating a group fantasy.

Reproduce the story on ditto sheets and distribute to the learners for original illustrations.

Answers and/or Criteria

After hearing or reading an information article about the moon, the learner will create a fantasy about the moon.

Skill Literature **Level** F

Subskill Nonfiction: Biography **Objective No.** FL 25

Objective Given a biography, the learner will participate in a dramatization of the important events in the life story of the subject.

Teaching/Learning Strategy 誠實的華盛頓

Suggested biography: "The Honest George Washington"

華盛頓小的時候，他的父親給他一把小斧頭，他覺得很好玩，就跑到花園裏把父親種的櫻桃樹砍倒了。父親回来看見，十分生氣，查問是誰做的事，家人都不敢回答；只有華盛頓勇敢的說：「是我砍的。」父親見他這樣誠實，心中很是歡喜，就不責罰他了。

Read the biography aloud. Discuss a biography as a "life story."

Have one learner be a narrator and several others act out the story.

Answers and/or Criteria

After listening to or reading a biography, the learner will recognize biography awareness as a "life story" by participating in a dramatization highlighting important events.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.____	p.____	p.____
Nontextual	美洲華僑小學教科書	p.____	p.____	p.____
Reinforcement	第五冊	p.____	p.____	p.____

LEVEL F

KEY OBJECTIVES IN CHINESE

第六學段主要學習目標

COMPREHENSION

理解

230 237

FC1

I 技巧：理解

II 輔助技巧：文意理解－中心思想、

III 教學目的：老師給予學生三句與故事有關的句子，學生將能從三句句子中選出敘述故事中心的一句

IV 教學綱要：老師給予學生下列的一段故事閱讀，然後叫學生圈上敘述故事最重要的一句。

有些狗是用來守門口，有些卻是獵狗。狗能做許多不同的工作。強壯的狗更能拉雪車和輕便的馬車。有些狗能協助警察捉賊。有些狗只是人們的寵物。

FC1

1. 有些狗是用來守門口
2. 強壯的狗更能拉雪車和輕便的馬車
3. 狗能夠做許多不同的工作.

答案：③

V 教學效果：學生將能從三句句子中選出故事中心的一句
期望得到百分之一百的效果.

FC 6

I 技巧：理解

II 輔助技巧：文意理解—中心思想、

III 教學目的：老師從一個熟識的故事寫出一句中心思想和數句次要的句子給予學生。學生將能從中找出那句說出中心思想的句子。

IV 教學綱要：老師講述「杯弓蛇影」的故事，預備下列的句子要學生從中選出述說中心思想的一句。

1. 樂廣請他的朋友到自己的家裏喝酒。
2. 那個朋友看到自己的酒裏有一條小蛇在晃動。
3. 樂廣知道那朋友生病的消息，和原因。

FC 6

4. 原来在那天喝酒的地方，牆壁上掛着一把彩弓，那弓影恰好落在朋友的杯裏！

5. 他又在原来的地方擺好了酒，請那朋友到家裏來。

6. 他的朋友看了看杯子的影子，再看了看牆上的弓，不覺笑了起來。

答案：4

V 教學效果：學生將能從數句句子中找出那句是說出故事的中心思想。期望得到百分之一百的效果。

VI 參考資料：文化兒童故事叢書第六册，文化圖書公司印行。

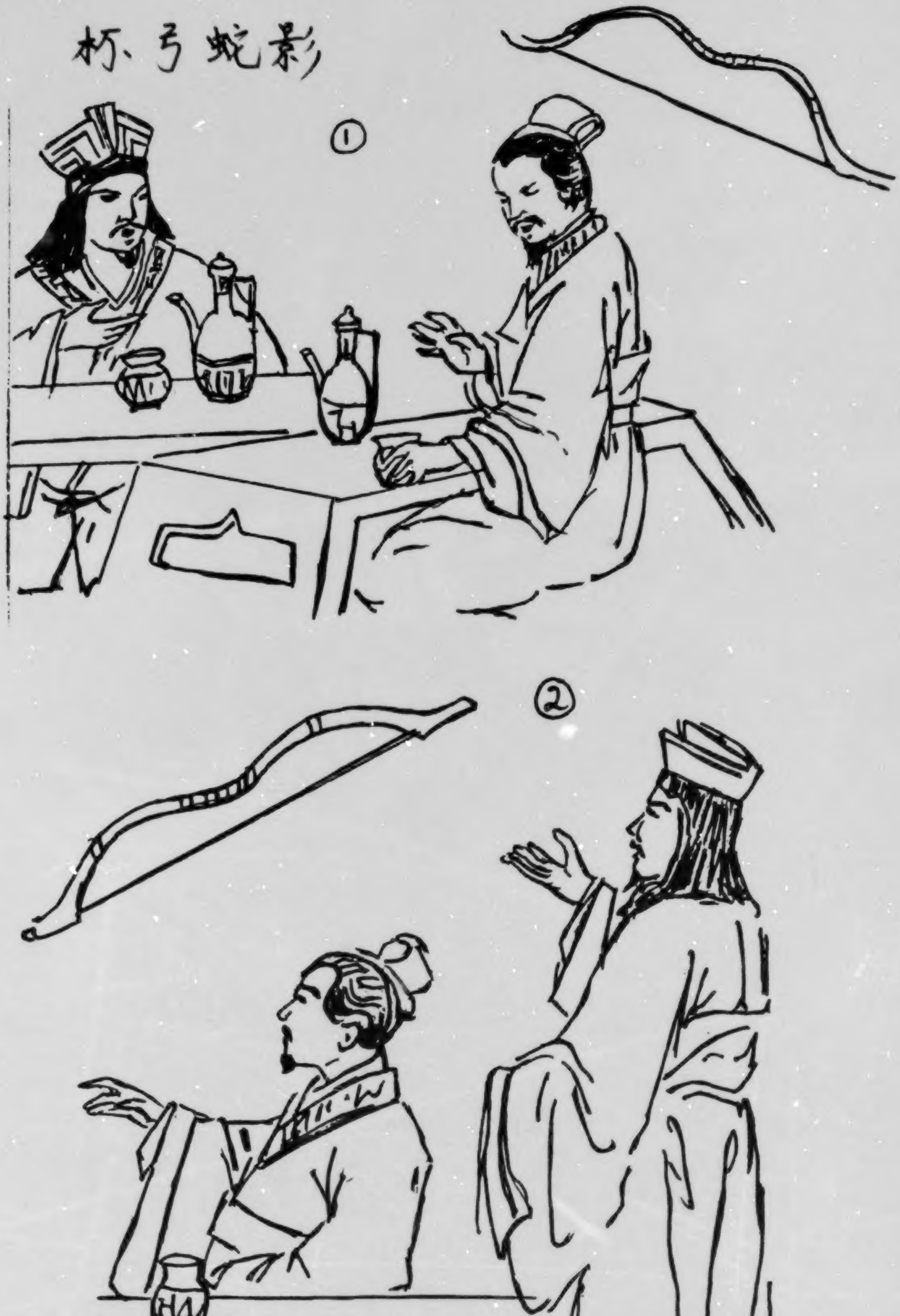
杯弓蛇影

有一天，樂廣，請他的朋友到家裏喝酒。那個朋友，喝了一口酒，要把杯子放在桌上的時候，突然，看到自己的酒裏有一條小蛇在晃動。他感到自己有點，噁心，回到家裏以後，就生起病來了。

樂廣知道那朋友生病的消息、和原因，便立即查考。原來在那天喝酒的地方，牆壁上掛着一把彩弓，那弓影恰好落在朋友的杯裏。

他又在原來的地方擺好了酒，請那朋友到家裏來。他的朋友看了看杯子的影子，再看了看牆上的弓，不覺笑了起來，他的病也立即好了。

杯弓蛇影



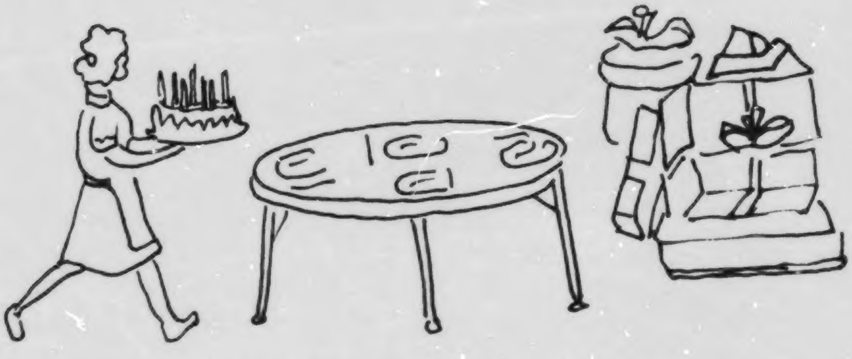
FC10

I 技巧：理解

II 輔助技巧：文意理解—心情

III 教學目的：老師給予學生數句句子，學生將能從中選出那些與插圖所描寫的氣氛吻合的句子.

IV 教學綱要：老師預備一幅圖畫和幾句句子，要學生從中選出那些表達圖中氣氛的句子.



FC10

請圈出形容圖畫的那些句子.

1. 敏兒回家定會憂愁,
2. 母親將會使敏兒驚奇.
3. 敏兒回家定會快樂
4. 他會趕快回家
5. 敏兒會懼怕開啟禮物.

答案: 2.3,4

Ⅴ 教學效果: 學生將能從數句句子中選出那些與插圖氣氛吻合的句子. 期望得到百分之一百的效果.

FC 14

Ⅰ技巧：理解

Ⅱ輔助技巧：文意理解－短語

Ⅲ教學目的：老師給予學生一些比較性的形容短詞，學生將能說出短語的意思

Ⅳ 把下列借喻性的形容詞語寫在黑板上，與學生討論詞語字面的意思，然後叫他們說出實在的涵義：

1. 潔白如雪
2. 堅硬如鐵
4. 轉眼之間（快如眨眼）
3. 噤若寒蟬
5. 輕若鴻毛
6. 慢若蝸牛

Fc 14

答案：

1. 很潔白，不污穢
2. 很堅硬，不柔軟
3. 很安靜，不吵鬧
4. 很快，不慢
5. 很輕，不重
6. 很慢，不快

V 教學效果：學生將能說出信喻性的形容詞語真正的意思，期望得到百分之一百的效果

FC24

I 技巧：理解

II 輔助技巧：閱讀批評—結局

III 教學目的：老師給予學生一個未完成的故事，學生將能推想出故事的結局

IV 教學綱要：老師在黑板上寫出以下一個未完成的故事，然後叫學生說出故事的結局.

文山做完了功課才去玩，小明卻貪玩忘記了做功課，明天上課的時候……

V 教學效果：學生將能有條理地推考出一個未完的故事的結局

FC26

Ⅰ技巧：理解

Ⅱ輔助技巧：閱讀批評_比較與比對

Ⅲ教學目的：老師給予學生兩個
故事，學生將能寫出一句說
話形容兩個故事不同的地方

Ⅳ教學綱要：老師口述「龜兔賽跑」
和「小花兔」的故事，然後叫學
生用一句說話，形容兩個故事
不同的地方.

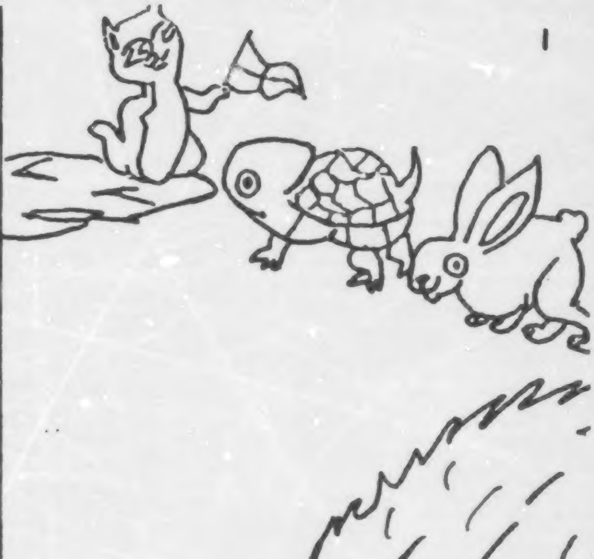
「小白兔找食物」
中國語文課程指南第三學段
第一百三十七頁

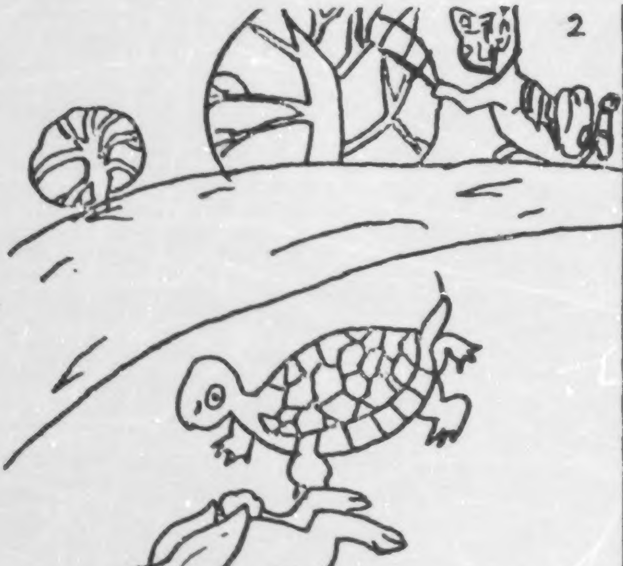
「龜兔賽跑」
中國語文課程指南第三學段.
第九十頁

FC 26

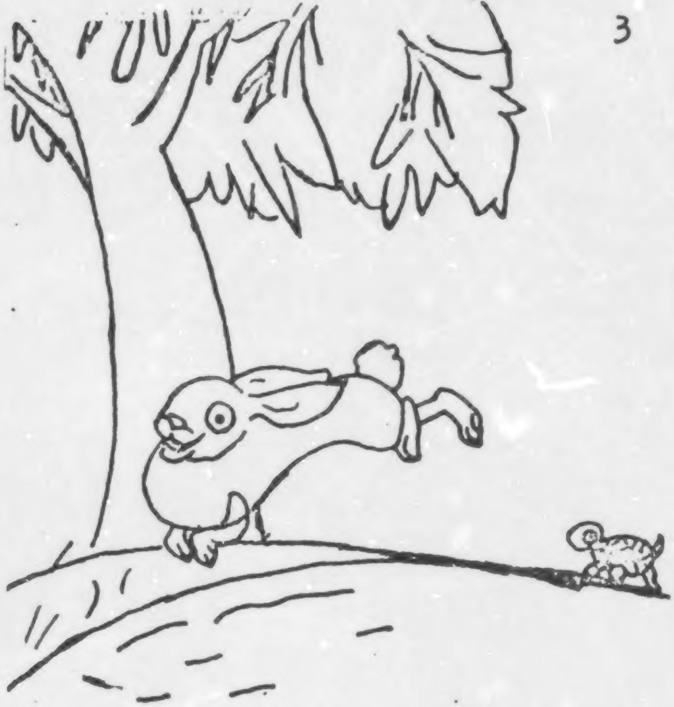
龜兔賽跑

有一天烏龜和白兔提議作一個比賽，請花貓和公雞做公證，開始時，白兔跑得很快、烏龜落後了很多，白兔走了半途，回頭望望烏龜、烏龜仍舊走得很慢，白兔便想，：「既然、烏龜走得這樣慢，我可以先睡一覺，才跑也不遲呢！」於是白兔便睡着了，烏龜仍不停地繼續跑，最後，烏龜比白兔先跑到終點」，公雞宣佈烏龜勝利了.

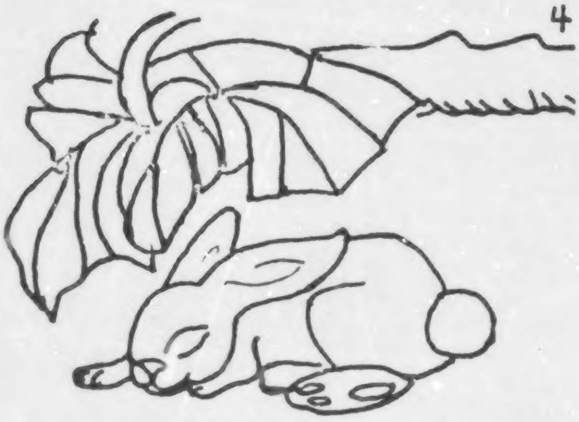




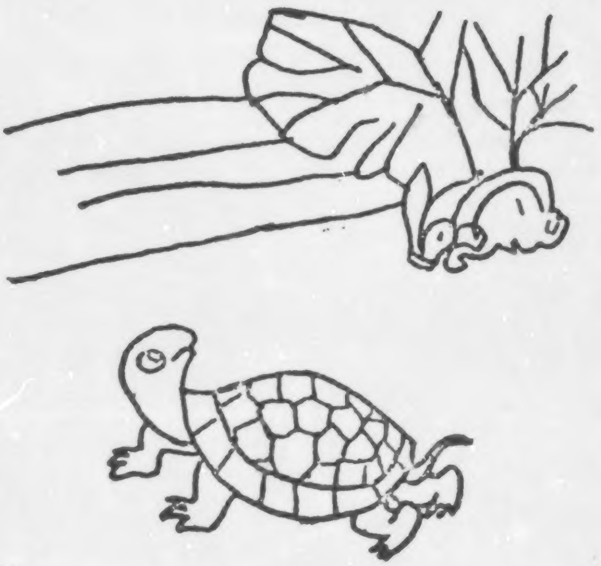
白兔跑得快



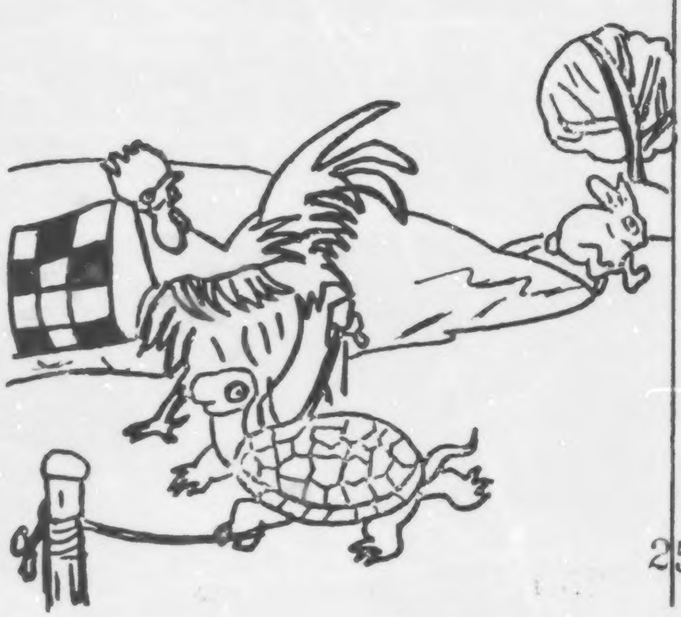
不如睡一睡



烏龜不斷爬



烏龜勝利了



小花兔找食物

小花兔，年紀小，跑得快，跳得高，媽媽稱讚小花兔：「我的孩子本領好！」小花兔聽了真歡喜，心裏想：樹林裏該數我的本領強。媽媽叫他找幾個朋友一起去找食物，小花兔說：「我自己去，不要朋友幫忙。」

小花兔真神氣，一邊走，一邊唱：「我的年紀小，我的本領大！眼睛亮，耳朵靈，跳得高，跑得快，不用朋友幫我忙。」

半路上遇見一隻烏龜，還有一隻小刺蝟。烏龜招呼小白兔：「我們一起找食物去！」小白兔說：「要是你能追得上我，就一起走吧！」說完向前跑去了，烏龜、刺蝟在後慢慢行。

來到池塘邊，看見一棵大白菜，潤潤的葉兒青又嫩，小花兔伏下來採，岸上泥土鬆又滑，小花兔掉下水裏了，急得大聲呼喊：「救命！救命！」

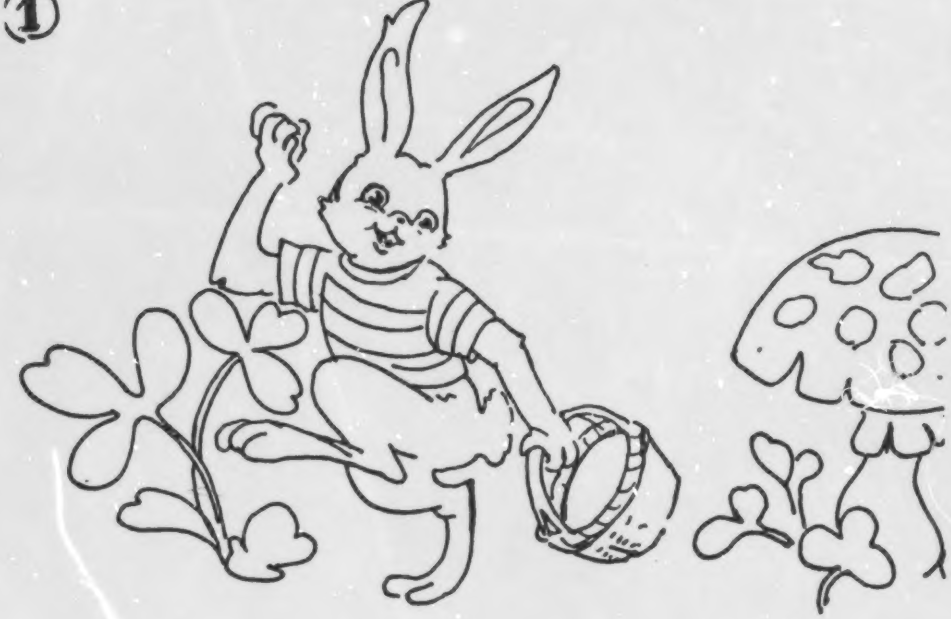
烏龜水裏抬，刺蝟岸上拉，兩人齊

合力，把小花兔救到岸上來！烏龜對小花兔和刺蝟說：「我們一起找食物去吧！」小花兔和刺蝟都說：「好！」三個朋友手拉手，一邊唱歌，一邊走！

Ⅴ 教學效果：學生將能分辨兩個故事不同的地方，期望得到百分之八十的效果

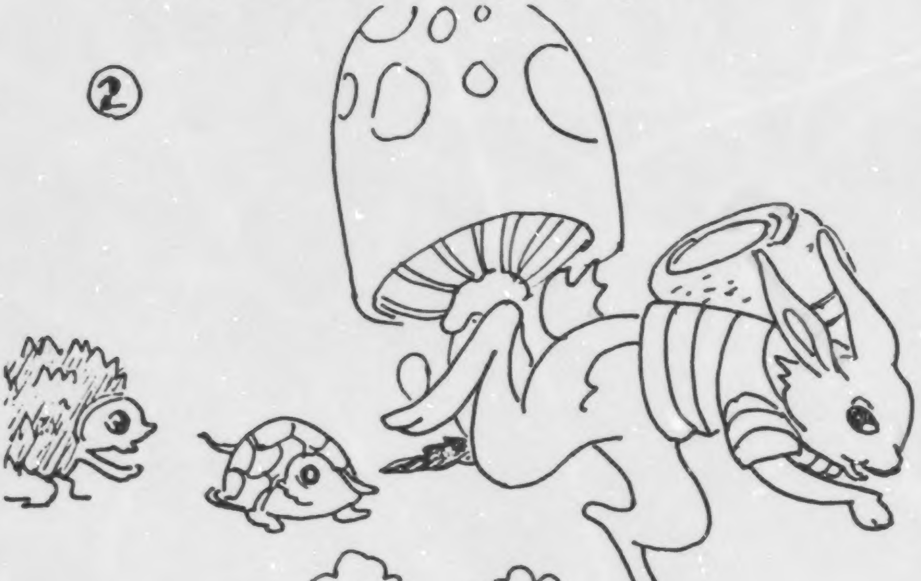
小花兔快樂地去尋找食物

①



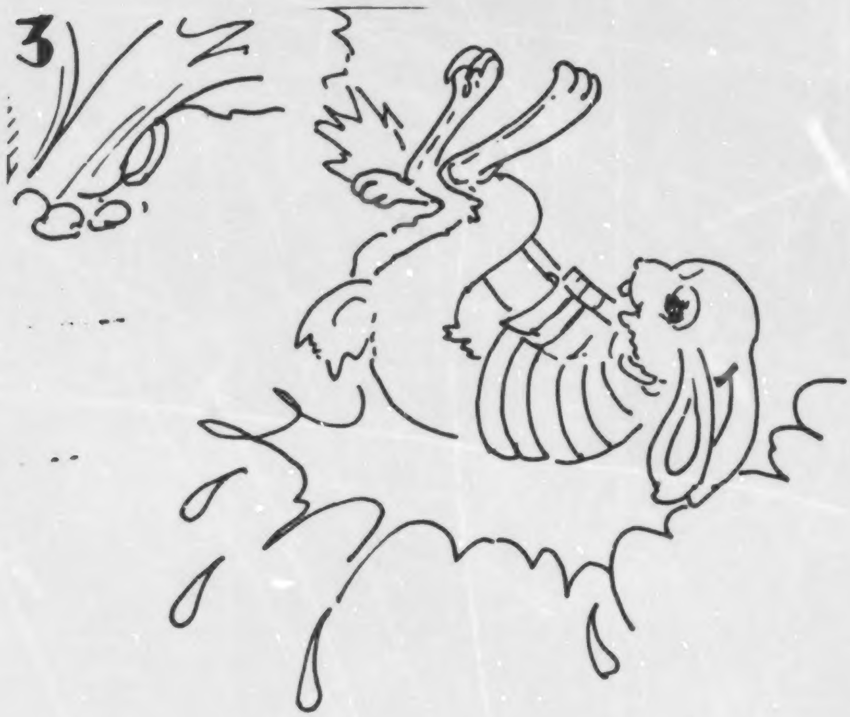
不、願與烏龜和刺蝟為伍

②

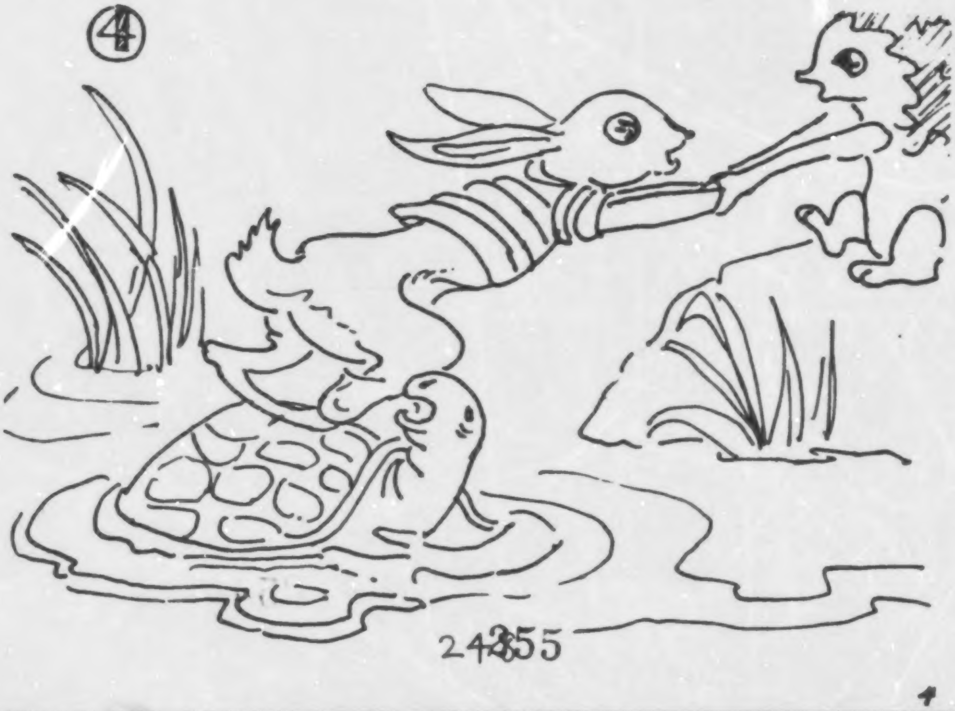


FC26

小花兔跌進池塘去



烏龜水裏揹.刺蝟岸上拉



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4

FC 27

I 技巧：理解

II 輔助技巧：閱讀批評—判斷力

III 教學目的：老師給予學生兩列詞語，學生將能把第一組的每一個詞與第二組的詞語適當地配合起來。

IV 教學綱要：老師給予學生下列的習作，要學生以線條把兩列的詞語適當地聯接起來。

1. 手　信　花園　鉛筆　鞋
2. 紙　手套　腳　郵差　花

答案：　　　　　　FC27

紙—鉛筆　，
手套—手
腳—鞋
郵差—信
花—花園

V教學效果：學生將能把兩組的詞語適當地配合起來.期望得到百分之八十的效果

FC 33

I 技巧：理解

II 輔助技巧：閱讀批評—事實與意見

III 教學目的：老師給予學生一首詩，學生將能分辨那四行詩是寫實，那四行是意見。

II 教學綱要：老師給予學生下列的一首八行詩，要學生分辨那四行是寫實，那四行是意見。

我向窗外望
愛想像鳥飛
若能變藍雀
飛馳在空間

我想鳥幸運
既快又自由
我真是可憫
自由地上限

FC 33

答案：
寫實：我向窗外望
夢想，像鳥飛
若能變藍雀
飛馳｜在空間

意見：我想，鳥幸運
既｜快又自由
我真是可憫
自由地｜上限

V 教學效果：學生將能分辨那些詩句是寫實，那些是意見。期望得到百分之八十的效果。

STUDY SKILLS

學習技巧

F52

I 技巧：學習技巧

II 輔助技巧：查考字典

III 教學目的：老師給予學生一些字，學生將能按着筆劃，在字典中找出字來

IV 教學綱要：老師從課本中取出八個字來，依照筆劃排列妥當，然後與學生們一同從字典中找出字及圖樣來。

老師讓學生獨自從字典中找出另外八個字來，接着給予他們如下的習題：

FS2

名詞	這名詞是說及人物,地方或物件?
螞蟻	(1) ________
掃帚	(2) ________
時鐘	(3) ________
牙醫	(4) ________
消防員	(5) ________
玻璃	(6) ________
醫院	(7) ________
圖書館	(8) ________

答案: (1) 物件
(2) 物件
(3) 物件
(4) 人物
(5) 人物
(6) 物件
(7) 地方
(8) 地方

V 教學效果:學生將能從字典中找出生字來期望得到百份之一百的效果.

FS4

I. 技巧：學習技巧

II 輔助技巧：分辨書的部份

III 教學目的：老師給予學生書的目錄，學生將能分辨作者是誰

IV 教學綱要：老師指導學生參看書的目錄，隨着與學生同讀標題及作者的名字，然後問學生為什麼作者的名字要放在標題之後。

老師用透視圖表或在粉板上預備一個目錄，然後叫學生回答有關目錄的問題。

目錄表

我們到城市觀光

遊公園 ...... 曾迪士 43
遊動物園 ...... 史葛特 47
遊機場 ...... 布根 52

FS4

1. 遊公園是 ________ 作的.

2. 從第五十二頁開始的故事
是 ________ 作的.

3. 魯迪士作的故事是 ________

答案: 1. 史葛特
2. 希根
3. 遊動物園

V. 教學效果:學生將能從目錄分辨出作者是誰 期望得到百份之一百的效果

FS6

I 技巧：學習技巧

II 輔助技巧：分辨書的部份

III 教學目的：老師給予學生目錄表，學生將能從中找出需要的資料

IV 教學綱要：老師預備如下的目錄印發給學生，要他們從目錄中尋找資料，解答問題。

目錄

一 學校的助理員 — 瑪利·史密斯 5
二 城市的助理員 — 謝利·鍾士 9
三 遊公園的樂趣 — 雅各·京 14
四 遊動物園的樂趣 — 彼得·沽 19
五 到商店購物 — 茱迪·亞侖 23

問題：　　　　　　　　FS6

1. 最後那個故事的題目是＿＿＿＿
2. 從第九頁開始的故事是＿＿＿＿
3. 彼得、活所作的故事是＿＿＿＿
4. 遊公園的樂趣是在第幾章？
5. 在第十三頁才結束的故事是＿＿＿＿

答案：

1. 到商店購物
2. 城市的助理員
3. 遊公園的樂趣
4. 第三章
5. 城市的助理員

V 教學效果：學生將能從目錄中尋找資料，解答問題，期望得到百份之一百的效果。

FS14

I 技巧:學習技巧

II 輔助技巧:解釋圖表

III 教學目的:老師給予學生一些專題資料的圖表 學生將能看明並解釋那些資料

IV 教學綱要:老師預備綜合性的分類圖表出示給學生看,然後與他們溫習生字,引領他們分析圖表,要他們藉着圖表上的資料解答問題.

老師印發習作給學生,要他們答題後,根據所得的資料複製一幅圖表.

FS14

描寫一樣東西的形容詞(原字)	比較兩樣東西的形容詞	比較三樣東西的形容詞
這盒子大	這個比那個大些	這個盒子最大

1. 我們用某些形容詞描寫一樣東西
(等於英文形容詞的字根(root word)
例 大 = big
2. 我們比較兩樣東西時.便在原本
的形容詞下加(些)字
大些 = more, bigger than
3. 在比較兩樣東西以上時則在
原本的形容詞前加上(最)字
最大 = biggest
4. 汽車快。火車比汽車快些.
飛機在三者中是最快.

其他的遊戲可包括每季分類的運動圖表；列出芝加哥的公共交通工具；列出寵物及農場牲畜的飲食習慣；指出我們早、午、晚餐時所吃的牲畜的產品；列出某段時期的天氣等。

Ⅴ 教學效果：學生將能讀出及解釋圖表上與某些專題有關的資料。期望得到百份之一百的效果。

FS16

I 技巧：學習技巧

II 輔助技巧：標題分類—故事細節

III 教學目的：老師給予學生分類標題，學生將能從故事中找出細節，填入適當的標題下.

IV 教學綱要：老師從課本中讀一個故事給學生聽，然後要學生把故事中與標題圖表有關的細節列在適當的標題下.學生應保存這個圖表以便日後每讀一個故事便可把細節加入圖表的標題下.

地方	動物	交通方法	工作	人物

FS16

動物	交通方法	完成了的工作	人物	地方

Ⅴ教學效果：學生將能把故事中的細節與適當的標題配合起來，期望得到百分之一百的效果。

FS 20

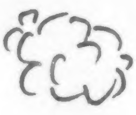
I. 技巧：學習技巧

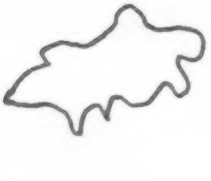
II 輔助技巧：解釋地圖

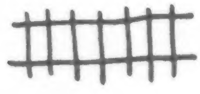
III 教學目的：老師給予學生地圖注釋的符號，學生將能分辨各符號的用處.

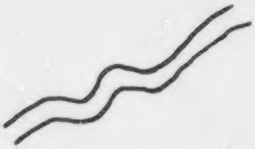
IV 教學綱要：老師用遠視圖或卡片，或在黑板上列出各符號，接着解釋各符號之用途，然後叫學生口述各符號之區別，讓他們把符號畫在紙上，再加上稱號（注意學生課本裏各符號的應用）

★ 省都

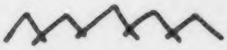

叢林


湖


鐵路



河流



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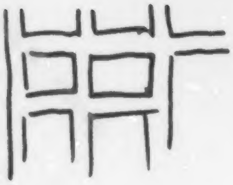


街道

V 教學效果：學生將能分辨地圖中所用的符號，期望得到百份之一百的效果

LITERATURE

文學欣賞

FL16

I 技巧：文學欣賞

II 輔助技巧：民間故事—佈局

III 教學目的：老師口述一個故事給學生聽，學生將能把十句混亂了情節的句子按着故事發展的次序編排妥當

IV 教學綱要：參考故事—一百塊錢（參看參考資料）

老師一面講述故事，一面指示學生留意故事發展的次序。老師從故事中抽出十句句子，寫在硬紙條上，混亂句子的次序，然後叫一個學生重述故事，另一個學生則按故事發展的程序把硬紙條的句子編排起來貼在黑板上。老師與其他的學生討論和加以更正。

FL16

老師可勉勵學生自己作一個民間故事.

V 教學效果：學生聽完了一個民間故事後，將能把十句倒亂了次序的句子編排妥當。期望得到百份之一百的效果

VI 參考資料：一百塊錢
最新課程標準國語讀本四上
第九頁 香港文化服務社

一百塊錢

FL16

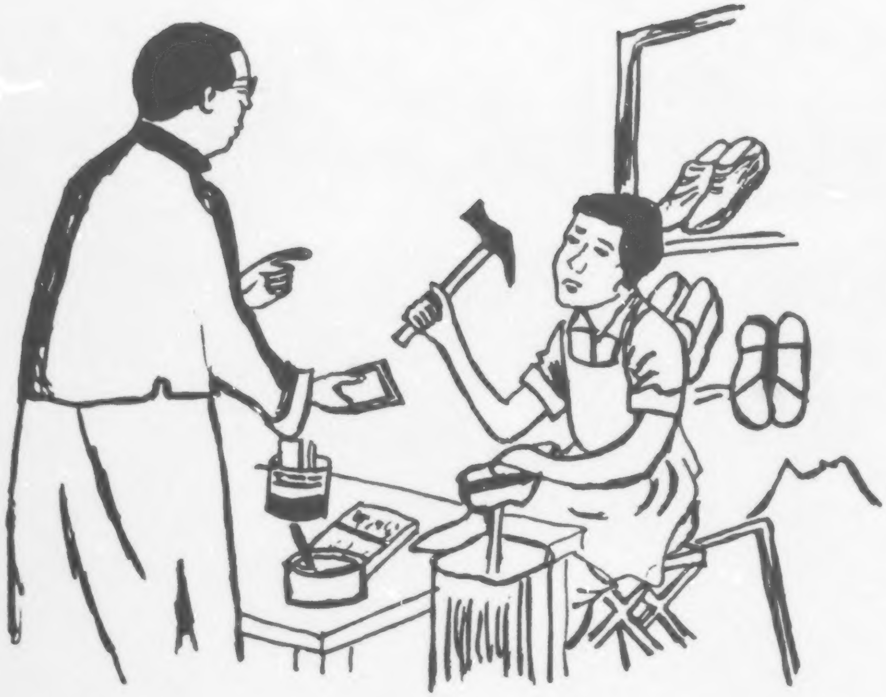
有一個補鞋的工人、住在一個富人的隔壁。他天天沒有天亮就起來做工、一面做工、一面還要唱歌、這樣、他是很快樂的。

那個富人卻是不能早起的；天天沒有醒的時候、歌聲就把他鬧醒了。富人想：「有什麼法子叫他不要唱歌呢？」想了很久、纔想出一個法子來。

富人拿了一百塊錢、到補鞋的工人家裏去對他說：「你的歌聲真好聽、我聽了也很快樂、所以送你一百塊錢。」

補鞋的工人一定不要、富人放下錢就走了。補鞋的工人有了這麼多錢、就很怕人來偷。天天守看錢、工也不做了、歌也不唱了。但是人也不快樂了。

FL16



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他的妻子看見他這樣不快樂，就問他為什麼工也不做了，歌也不唱了。他把富人送錢的事告訴她，她就說：「快把錢送還人家！一百塊錢那裡有一隻歌的快樂？快樂是必要的，錢是可以不要的。」

他聽了以後，想一想，認為很對，立刻把那些錢送回富人家裡去，天天依舊做他的工，唱他的歌。

FL17

I 技巧：文學欣賞

II 輔助技巧：小說—性格的素描

III 教學目的：老師朗讀一個故事，學生將能理由充份地舉出兩點關於主角性格的特點。

IV 教學綱要：參考故事—一毫子
老師朗讀故事，然後解釋服從的意義，接着帶領學生討論下面的問題：

1. 小明對老師的教訓怎樣行？（聽從）
2. 貪心有什麼不好？（損人利己）

請兩位學生扮作小明和小強把故事以話劇方式演出來。

FL17

Ⅴ 教學效果：學生聽完故事後將能舉出主角性格上的特點，期望得到百分之八十的效果。

Ⅵ 參考資料： 一毫子
最新現代國語二下，第十六頁，香港上海書局

一毫子

FL 17

早晨，小強和小明，穿過操場，到課室去。

「一毫子，是誰丟了的？」小明拾了起來。

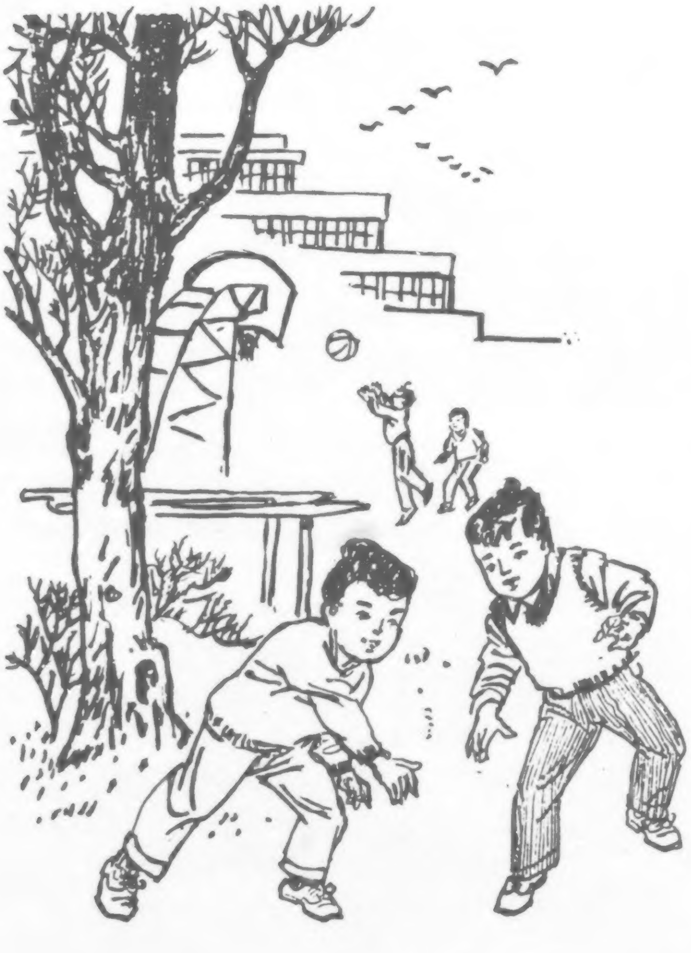
小強高興地對小明說：「小明，這一毫子給我好嗎？我也有一毫子，添上這一毫子，正好買本連環圖。」

「不，老師不是說過：小朋友不可貪心？這一毫子又不是我們自己的，怎能用來買書？」

「只一毫子嘛，你我是好朋友，還不幫個忙？我買了連環圖還不是大家一起看？」小強有點不高興了。

FL17

「不行！老師常常說：『小缺點、不改，會成大錯誤的！』我們不應該貪心！」小明懇切地望着小強。

小強臉上火辣辣的，說：「我錯了！我們把錢交給老師吧！」